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ABSTRACT

This publication is devoted to five major topic issues selected from articles first published in the Journal of Physical Education, Recreation and Dance. The volume begins with the theme of the individual in the recreation experience. It next reviews the role of leisure and recreation within the basic unit of society, the family. The third area of focus is on the impact of leisure and recreation in the lives of those traditionally described as disabled. Fourth, a graphic presentation is given on the impact of leisure and recreaton in the rural environs of the United States. Last, a report from the American Association for Leisure and Recreation provides an update of their 1964 report, "Goals for American Recreation." Numerous black and white photographs illustrate the report. (JD)

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Leisure Today:

Selected Readings
Volume IV

S. Harold Smith, Editor

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American Association for Leisure and Recreation
American Alliance for Health, Physical Education, Recreation, and Dance

Leisure Today:
Selected Readings Volume IV

S. Harold Smith, Editor

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About the Alliance

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Alliance objectives include:

1. Professional growth and development -- to support, encourage, and provide guidance in the development and conduct of programs in health, leisure, and movement-related activities which are based on the needs, interests, and inherent capacities of the individual in today's society.

2. Communication -- to facilitate public and professional understanding and appreciation of the importance and value of health, leisure, and movement-related activities as they contribute toward human well-being.

3. Research -- to encourage and facilitate research which will enrich the depth and scope of health, leisure, and movement-related activities; and to disseminate the findings to the profession and other interested and concerned publics.

4. Standards and guidelines -- to further the continuous development and evaluation of standards within the profession for personnel and programs in health, leisure, and movement-related activities.

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Bylaws, Article III

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Preface

Leisure Today is the official Publication of the American Association for Leisure and Recreation (AALR). It appears as an insert in the Journal of Physical Education, Recreation, and Dance (JOPERD) and is recognized as the primary membership service of AALR. In the past fifteen years, 31 issues of Leisure Today have been published, each issue having a unique problem or issue facing the leisure services/recreation profesion.

Leisure Today: Selected Readings Volume IV is devoted to the five Leisure Today issues published between October 1984 and April 1987. Issues previous to October 1984 are found in Leisure Today: Selected Reading Volumes I - III.

The five topic issues addressed in Selected Readings Volume IV are: "Recreation Experience: The Human Dimension" (October 1985); "Family Cohesion Through Leisure and Recreation" (October 1984); "Special Recreation: Programming for Everyone" (May-June 1985); "Recreation Development in the American Countryside" (April 1987); and "Goals for American Recreation" (October 1986).

Volume IV purposely begins with the theme of the individual in the recreation experience. It next reviews the role of leisure and recreation within the basic unit of our society, the family. The third area of focus is on the impact of leisure and revreation in the lives of those we traditionally desribe as disabled. Fourth, a graphic presentation is given on the impact of leisure and recreation in the rural environs of our country. Last, and perhaps the most unique issue of Leisure Today up to this time, a report from the AALR Commission on Goals for American Recreation provides an update of the 1964 report of the same title.

Incorporated within Selected Readings Volume IV is the work of over 80 individual authors, six guest editors, and associate editor, a major commission, and more than 35 members of the Leisure Today board. A special thanks is extended to each of these dedicated individuals, as they are the ones who have made Volume IV possible.

Because of the unique approach taken by the Guest Editors of the Recreation Experience issue, each of the sections is prefaced with materials from that issue. In each case the authors are anonymous. The experiences, however, are very meaningful.

Special appreciation is extended to Dr. Ron Mendell and Dr. Larry Neal, former Leisure Today Managing Editors, for their continual sponsorship, support, and encouragement. Appreciate is also extended to Dr. Barbara Sampson, AALR Executive Director, and to Fran Rowan, JOPRED Managing Editor and their staffs for their insight and encouragement. Greatful appreciation is given to Dean Jimmie Applegate, School of Professional Studies and Dr. John Gregor, Chair of PEHLS at Central Washington University for their support of Leisure Today over the past three years. Finally, a loving thank you to my wife Dianne and the Smith children for making life meaningful and worthwhile.

Selected Readings Volume IV is dedicated to Randy Cruse, whose life has been an example of courage and encouragement to all who have known him.

It is hoped that Selected Readings Volume IV will be a positive addition to the libraries of all who have an interest, love, or commitment to leisure and recreation. We encourage your input and involvement in the continued development of Leisure Today and the profession.

S. Harold Smith, Chair
Leisure Today Board
1984 - 1987

Editor: Dr. S. Harold Smith
Central Washington University

Associate Editor: Dr. Daniel D. McLean
Director of Recreation
City of Cedar Rapids, Iowa

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RECREATION EXPERIENCE

The Human Dimension

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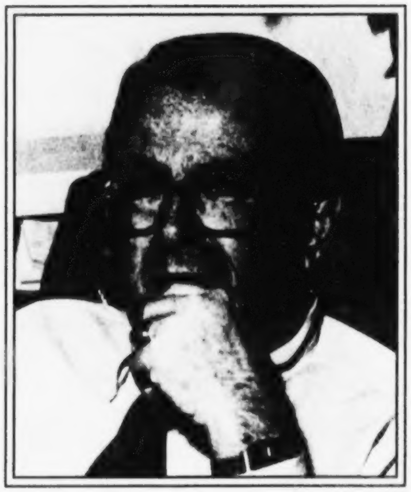

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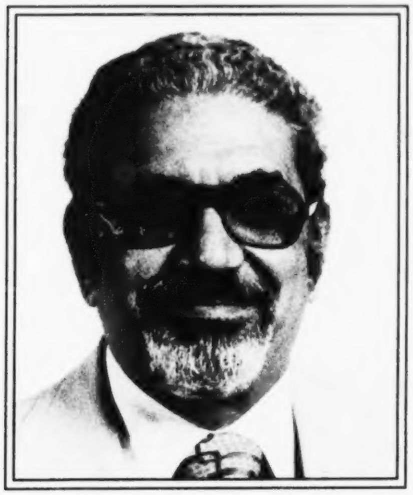

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The Recreation Experience

A Source of Self-discovery

David Gray and Hilmi Ibrahim

It is remarkable that recreation -- estimated as a $300 billion enterprise -- so significant in children's development and so prominent in the lives of adults, has had so little research attention. It is even more remarkable that researchers have devoted so little effort to the systematic collection and analysis of direct testimony from participants. We hope that this summary will encourage further investigation of the scope and meaning of recreation in people's lives.

It appears that recreation experience is much more than a casual, inconsequential time filler. Recreation is a cluster of human experiences of great range and subtlety. Among them are some fleeting impressions that fit the popular stereotype -- pleasurable for the moment and soon gone. But we have found when people are asked to recount their most memorable recreation experience they often recall from their most intimate memories events of extraordinary personal meaning. These experiences are so significant they are often a part of the personal identity of the individual and so memorable they last a lifetime. These developmental activities shape not only what one can do but also who one is. Self-discovery is the most intimate, the most difficult, and the most significant of all learning. It comes in subtle ways and in unexpected places. In these narratives, largely unreported and often unanticipated, we find the recreation experience as a major source of self-discovery.

There are patterns in these interviews. Some special events come unbidden and unexpected, evolving from apparently routine conditions into a shining experience of great significance. Most do not. Most peak experiences are planned. Anticipation, participation, and reflection -- the three principal components of the formula for a special event -- permeate most of these remembrances. First there is the dream -- to climb the mountain, appear in the play, win the match, leap from the aircraft, paint the picture.

The dream is acted out and *then* we remember. The dream becomes a self-fulfilling prophecy that we convert to reality. Elements of risk and fear of failure heighten the drama. We create a durable memory.

We don't always know the full script in advance and we can't pre-judge the significance of the memory. Sometimes it is only in retrospect, years later, that the personal meaning comes through. Cicero has written, "Memory is the treasure and guardian of all things." That is the way it is with memories of recreation experiences. Although we keep them, our interpretation changes as we reflect on their meaning in the context of other life events.

We see in these narratives a kind of quiet courage. Participants are extending themselves beyond their traditional limits and fear is their frequent companion. The element of risk is often a component in these peak experiences. Facing those fears and preserving is at the heart of the experience and the core of the memory. We don't know how many fail and what the consequences are but we do know success can turn to triumph.

Self-discovery is the most intimate, the most difficult, and the most significant of all learning.

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Painting at Banff

In the program that's set up they give you studio space, you're left on your own, and you work. They bring in visiting artists from time to time, but basically the 16 students all have a studio and they work.

To me, coming from Oklahoma where everything that I painted was horizontal, the interesting thing was that when I arrived in Banff, everything immediately went vertical—as if the page went up and down instead of from side to side. Also, the marks that I was making changed; they became very, very textural, colors became a lot more subtle. In Oklahoma color is very bright. The earth there is bright red and the colors are very strong. At Banff everything immediately went soft, but there was a lot of texture, a lot of thick, thick paint. And all of this was not a conscious thing for me. It was just a reaction to the environment.

A lot of time I just paint for the sheer joy of painting, and I like what I can do with it. I like to see what will happen. I like to see what happens when you put this color next to this color, or you pour this out and drop that back. To me, being out in nature or in the mountains is a very good experience and when I paint those feelings come out.

I did a series of paintings called *Night Moves*, which had to do with how the light changes from dusk 'till dawn. And you know how when you look at things at night or as the light's fading, everything looks flat, and then slowly something will come out, or something will move back. I look at those paintings and I can remember each one as I was doing it, getting up at a certain time, looking and writing. I always write things down as I see them—little cues about colors, sounds, smells.

When I look at those paintings I remember what I was feeling when I painted them. There's one in particular—the first one in that series, I did when it was raining, so I can still see and think about the rain, I can still smell it. It was a nice painting because when you look at it it's grey, and as the light in the room changes it goes from orange to pink, to blue to purple. It just changes all the time.

When I was doing that painting it was early in the morning. I was the only one in the studio. Everything was quiet. I had those huge sliding doors open, it was kind of cold and the air was absolutely clean and crisp, and I felt really strongly about what I was doing—the marks are strong.

I felt a great contentment, and peace inside myself doing it. I knew what I wanted to do and I did it. I put the marks down. Everything went down real fast, and there it was, and it was what I wanted.

You start with a blank canvas or a blank piece of paper and you work at it and sometimes you lose it, but when you finish it and you know that it's good and it's where you want it, you've created something that is a part of you.

I think it still goes back to the spiritual thing that I feel when I paint; the same as I feel when I'm out walking in the mountains. They're the same feelings, and I think that for me that's probably my religious experience, if that's what you want to call it.

It's very spiritual. I can shut everything else out. It doesn't matter what else is going on around me. It's just like a moment or a spot in time and it's there and it's sealed. I don't know how else to describe it, but it's very much my own.

When I begin to paint if I haven't painted for a little while I get apprehensive, and start to wonder if I can even do it at all. But once I'm there and I'm working I know everything's all right and I forget all of that. And when I work now, because I have another job, I usually get up about 4:00 or 5:00 in the morning and work for a couple of hours before I come to work.

I think there are a lot of reasons why I paint. One of the reasons I got into it in the first place was during high school it was fairly easy for me. I did very well and it wasn't much of a challenge to me. I just went through it and did it and it was no big deal. I got into it because there aren't a lot of rules that you learn—play the game like in math, you know, you play the game after you get the rules down. There aren't any rules, and you're not guaranteed success. You're not guaranteed certain things. So that part is a challenge.

My work is abstract. It probably sounds up to this point like I paint nice little scenes of mountains. I think a lot of people—the majority of people—who look at, or think of art, think of a painting of a mountain, and that's a very nostalgic thing for them. But people don't realize that there's nothing real about the scene. The place of abstract art is itself—it's not trying to be something else, you know. If people were to approach that as a new experience, and try not to have any preconceived notions of what it is supposed to be, then I think that they would get a lot more out of it. When I look at what I've done in the past and what I hope to do with my painting, I think about it as creating objects, and creating something new—a new visual experience.

If I couldn't paint things would be pretty boring for me. It's probably the most important thing in my life, and I really can't imagine my life without it. I get a lot of enjoyment from music and other cultural things, but painting is my life. That's what I do, and everything else is sort of in context to that. When I travel, those experiences are all reflected in my paintings, when I read, when I listen to music, anything I do, is all related back to that.

"The execution of the dance to the music began to transport me to another level of consciousness."

Attending a Ballet

The performance I attended in 1955 was at the Greek Theatre in Hollywood. The performer was Andre Iglefsky. He was dancing with Maria Tallchief. He was a recognized leader of the Russian ballet. As he performed to the music that I understood and knew, his movements and leaps and turns and the execution of the dance to the music began to transport me to another level of consciousness. I began to go into a trance. When the performance was over, I found myself on my feet shouting, applauding with tears of joy in my eyes, and I was not aware that I was in the middle of thousands of people who were also applauding.

"I had never seen a ballet performance. For some time I had listened to music and attended concerts, and, as my experience in music began to expand, I felt I was ready to attend a performance of ballet."

I had the feeling that my world had just been completed. I left the performance knowing that I would never be the same. Since then, I have pursued the arts—music, dance and drama. In a way it has given me much joy. There have been only a few occasions since then that I have come close to that experience. However, there have been times since then when I begin to feel that transportation of myself. It is as if a part of me leaves my body, and I can view myself and the performance in an altered state and from a distance. The experience in 1955 was a benchmark in my life and from that experience came the wellspring of my future growth.

Gaining New Perspective

I get a great deal of pleasure from all phases of the theatre. It's very redeeming to be able to perform on stage, especially as you grow older and the roles that come along are more limited. Once you get past the ingenue stage, you have to seek new and different roles that you can be comfortable with—roles that you know you're capable of handling. It's important to know your limitations.

I've had a number of really good experiences in the theatre. When I first came to Calgary, 25 or 30 years ago, the Rogers and Hammerstein musicals were coming out. Theatre was changing and growing, and the opportunities to get involved in these exciting productions were available. When I came to Calgary, I didn't know anyone in any of the theatre groups, but the first show that I auditioned for, I got—possibly because no one else in my age group came out to audition! It was a good feeling, though, to get into a group of strangers who recognized my efforts. It wasn't that I was getting a part because of who I knew, but because of what I was capable of producing; they saw potential.

While I was in Calgary, I also had the opportunity to play the lead role in a three act play. This was a change for me, because basically I had been involved in musicals, and I was a singer to start out with. There were loads of people who auditioned for the part, some with a lot more experience than I had, but the director chose me to do it. It was a very timely story, though I suppose it would be out of date if they did it today. It was the story of a Jewish widow from Brooklyn, whose son-in-law had been named to the consulate in Japan after the Second World War. They took a ship to Japan, and on the boat the widow met a Japanese gentleman. It was a very tender story, with lot's of potential. I had to develop a Jewish dialect to make it realistic; I really worked on that, and did background work with Jewish families to get the feel of the race in order to give a good interpretation. It just wasn't a matter of using the dialect—I had to have the feeling for a race of people, too.

Depending on the play, you can gain new perspectives of people in the theatre. I made a point of going to people that I might never have made contact with otherwise. I went to a man who was a really brash person—he ran a meat packing plant. But I went to him and asked him to help me with a role—not the dialect, because you can always to to a library and get tapes on dialect—but he gave me insight. He gave me books to read about the Jewish people, and told me about the feelings that I had to incorporate into my own thinking in order to do the job, to get the characterization across.

I was glad to play the Jewish woman partly because she was 15 years older than I. So many young people think that love stops at 26 and that old people of 40 or 45 don't have those kinds of experiences. It was a nice feeling to think that she had brought up her family, and now she had found someone who loved her. The play was sort of an awakening for me, a reminder that those kinds of things are ongoing.

Another positive thing that came out of the show was that I got some personal recognition from it. The reviews in the paper were good. Reviews can be such a traumatic thing—they can either lift you up or put you down, even when you know you've worked hard and done your best. You have to remember that you can't always please everybody. But there were people—people that I respected—who came to me and told me that they had the *feeling*, that they sat in the audience and knew that I had them right there in the palm of my hand. It was important, coming from my peers who knew—who had experienced that feeling themselves; they knew exactly what it was and when it was happening. It's a nice, warm feeling to know that people appreciate what you are doing—that all your work was not in vain, that you've done it right. I think it's pride. I was proud that people enjoyed my work.

There was real interaction between the audience and me. They felt part of the play—they weren't just watching. They were involved, we were all together.

I had another good experience about a year ago. I directed a musical—'The King and I'—and really did research on it. We had a super cast—for one thing, many children were involved. It just wasn't the same as working with adults; you were working with children, children who don't know the responsibility that they accept when they go into a production. It was a real teaching experience, where you have to say, 'Now look, we're counting on you, you can't let us down.' When you make a commitment, you have to be there for the rehearsals—people are depending on you, so you have to be reliable. That's something else that people learn in theatre—that they have to make a total commitment to it. There's nothing worse than working with someone who doesn't show up for rehearsals, or shows up half an hour late.

'The King and I' was also a new experience because I worked with a number of children who did not speak good English—they were Vietnamese children. Again, I was getting to know people that I never would have had the opportunity of meeting otherwise.

As far as 'The King and I' went, I really felt that it was the best thing I ever did, direction-wise. When you're a director you have to learn to sit out in the audience. Anything that you want to do you must be done before opening night. But once the production has started, your job is finished. You sit back and watch what you have done. In that respect, 'The King and I' was more gratifying than any other show I've done. I really felt that the show was blessed. People got along so well; nobody was nitpicking. Everybody liked the costumes, and everybody was excited. All the kids kissed me every night—there just seemed to be real affection.

There is a sense of accomplishment in directing, especially when you sit in an audience and people are sitting around you who didn't know you, saying 'oh, isn't that nice, aren't the costumes lovely,' or, 'didn't she sing that well, isn't he a super king.' These kinds of comments make you think, 'God, I must have done something right this time.'

Directing produces a different feeling than performing. I suppose it's an ego thing. Let's face it—everybody likes people to like the things that they're doing. I think probably all performing arts affect the ego. But there has to be a love for the art itself, too, and there certainly has to be commitment.

I'm involved in theatre for my own enjoyment. It cost money, not so much now, but in the old days when I had a family and had to hire babysitters. But there's a good feeling when you've brought something to the community—to know that you have something to offer-people.

The theatre is important for my growth as an individual. I never felt that it took away from my family—if anything,it added, because a number of my children have also gotten involved in theatre. I have one daughter who is a dancing teacher, another who figure skates—but both of them are still performing. They're still 'doing their thing' even though they're married and have families now. It has been a good thing for all of us.

I really appreciate the opportunities that I have, to get up and express myself, and to have people responding to my work.

Adding a New Dimension

"The real dimension that running, biking and swimming has given me is freedom."

I think recreation is an attitude and a way of life, so the recreation activities that I'm involved in at this time reflect that feeling. Usually to enjoy an activity you need a little bit of natural ability, some technique for performing that activity. If you can't do something, it's not fun. Then you need training or discipline to do it enjoyably. Recently, my recreation experiences, or my way of life, have included running, biking, and swimming.

I don't have a real natural talent or flair for what I'm doing for recreation now. I'm not a natural athlete. I choose games rather than sports, not high-level competition. I've been a runner for a few years and need to train and develop in that area. I've also started biking and swimming. Because the triathalon encompassed those, I applied what little natural talents I have in learning the techniques necessary for running, biking, and swimming, then spent some time training so I could do the triathalon.

You can either set goals and reach them or just take life as it is and don't reach out to more than you're experiencing. That's where I was. When I started running, it took a long time and a lot of races before I felt like a runner. And it takes a long time, more time than it takes to equip yourself with helmet, bike, biking shoes, and biking shorts, to become a biker. It takes a lot of miles out on the road running away from a lot of dogs, learning how to handle yourself with oncoming cars or cars passing you, riding with other bikers, these kinds of things, before you *feel* like a biker.

It's not a one-time thing you look forward to, a one-time thing that you look backward at. The joy started at the beginning when I decided to do it. Then I found a coach, found what facilities were available to me, and started the grueling training. The other day, when I expressed concern at doing the longest triathalon I've ever trained for, someone told me, "Well, you know you're doing the hardest part now" and that's the day-to-day developing of technique and discipline so that you're ready to reach the goal that you've set. Although that's the difficult part, it's also the fun part. It's feeling your muscles change, realizing that you're getting stronger, learning to feel so comfortable on the bike that you don't have to attend to the riding, and you can enjoy what's around you. That tells me that I am at a different level than competitive bikers, who don't see anything around them; they just see the road ahead of them and ride on. I find myself not pushing that way. I find myself sitting back and enjoying what I am experiencing at that time. That's why I say I'm not a real competitor. I can't forget what's going on around me in the training time. I enjoy it more than just getting down the road.

When you are riding you enjoy using your muscles and body till you can begin to feel that you've used them, not to the point of exhaustion or being tired, but to the point of being aware of what muscles you're using. Biking adds another dimension of motion that you don't feel as a runner. And then there's the social contact with a whole different group of people.

I enjoy swimming. When you find out what water can do *for* you—usually beginners or people who don't swim are very aware of what water will do *to* you or what you *can't* do in water—as you develop technique and discipline yourself to trying different things, it gives you a new realm of motion.

The real dimension that the running, biking, and swimming has given me is freedom. Freedom means a lot to me. The sense of freedom and joy of being free to do things is what running gave me. I feel free to move as far as my legs can carry me. When I first started running, the thought of going a mile on foot was overwhelming. And now I am free to run around 25 miles. And so I have this big circle over me and I feel free to move within that range.

That's really expanded over a few years. When I added biking, I feel it was about a 50-mile extension. If I fell overboard somewhere, I have a measure of comfort of a mile in the water. I could handle that in most any water.

Right now it feels like a good recreational attitude and freedom—a dimension that I could pick up almost any day.

"Psyching Up" for Life

> *"I remember my feelings before the match. I was so psyched up and had so much adrenalin running especially after I won the first set. I realized that what I was doing was working and that I really could beat this guy."*

I have to go back to the time when I was about 13 or 14 years old. I was an aspiring tennis player in Salt Lake City, Utah. I was kind of a poor kid. I wasn't raised in a very good section of town. My mother and father were separated and we were very poor. I started playing the game with a 79 cent racket that I bought at Walgreen's drugstore. It was difficult for me to ever get tennis balls. I learned it kind of the hard way. But I got to the point where I was one of the better players in the boys' division under 15 years of age.

There was one other player who was about a year younger than I who was outstanding in the state. In fact, to my knowledge, nobody in his age bracket ever beat him until he was about 18. This young fellow played in a number of national tournaments, and although he never won the national 15 and under, or 18 and under, he was always a strong contender. I remember one time he played in the 18 and under division and lost to Jack Kramer in the quarter finals. He was a great tennis player and a great competitor, but he was rather obnoxious.

At any rate, I had occasion to play this fellow many times in the course of our career in the 15 and 18 year old divisions. I must have played him fifteen times, although I only came close to beating him twice. On both of those occasions, when I was fortunate enough to win a set, he came back in the third set and totally destroyed me, beating me six-love, both times. He was sort of a Bobby Riggs type—he tried to psych people out and he was pretty good at it. He had tremendous self-confidence. He always received the *good* things that our tennis association here in the state had to offer. If there was money to send someone to an out-of-state tournament or a national tournament, he was always the one who got it. I never got a chance to go anywhere—never got a chance to go out-of-state or play in any of the big tournaments.

Late in the year, I played once again in the Idaho State tournament and had to play this same young man in the finals. Once again, he beat me! But, while I was playing that match against him I figured out how I could beat him in the future. I was convinced that if I changed my game just a little, I could beat him. He was a left handed guy with a very strong service. He was not particularly fast on his feet, but he did have good anticipation and if he ever got to the net against you, you were really in trouble. That's what he used to do so successfully against me. I found out that by hitting certain kinds of ground strokes and getting him on the run, I was able to get to the net, but at that time I was not able to volley the ball well enough to take advantage of it and defeat him.

I thought about this all winter long. I went over in my mind exactly how I was going to play this fellow. When spring came and we got outside to practice, I worked on that phase of my game. I had to go to the net, I had to volley, and I had to put the ball away. I worked on that for several weeks until it was time to play this fellow in my first college match.

It was a beautiful warm day at the University of Utah. We didn't have a strong team at BYU. We didn't have the depth of the University of Utah, and we weren't expected to do very well against them. I played this fellow in the number one singles match on the featured court. In those days, there were stands around the featured court and there used to be pretty good crowds at the matches—a lot of college professors and a lot of students. They got very vocal and, of course, BYU was their arch rival!

Well, we started the match. I played the kind of game I thought would win, and I was fortunate enough to win a very tough first set, 8-6. The next set he came back and put on a little more pressure and he won, 6-3. We were ready for the final set, best two-out-of-three. I continued to play my game just exactly the way I thought about all winter long, and he lost! I won the match, 6-2, in the third set!

Probably the most exciting thing that happened was after the match. The gentleman who was the premiere tennis promoter in the state of Utah had arrived late. The fellow I had played was his star protege and for many years he had seen that he was given all the advantages that I had never received. I had already changed my clothes and was walking out to get a drink of water. The gentleman came over and said, "Is your match over already?" I said, "Yeah, it's over." He said, "Well, how did it come out?" "I won!" I said. He could not believe it! So he asked everyone he could see if I really won the match.

This was probably the most significant and exciting recreational experience I ever had. The up-shot of the experience was that I gained a tremendous amount of confidence by being able to beat him and knowing that the game plan which I had devised and executed had actually worked against him.

I remember my feelings before the match. I was just so psyched-up and had so much adrenalin running through me, especially after I won the first set, and I realized that what I was doing was working and that I really could beat this guy. Even though he came back and won the second set, I still felt confident that I would beat him. It was an exhilarating feeling and I probably played better than I really knew how to play. I learned that when I had a big match to play in a tournament, I should approach preparing for it a little differently than most people. I would go off into a corner by myself and think "There's no way in the world that he can beat me. I'll get back every shot he hits to me and there is no way he can beat me. I'm going to win!"

I have used that same technique, over and over again, in other situations. As an administrator I often use that same basic technique, and have found that it has actually worked.

Winning Improves Self-Image

"Winning brought me self-confidence. Because I had never won something as important I guess my self-image improved. I am a winner now."

In 1974 I was a member of a Glen Walter Soccer Team. The year we won the championship was my second year on the team. It was a very trying year, both physically and mentally for the whole team. Physically, because there were a lot of injuries and some of the players had played injured and were out of the lineup often. Mentally, it was difficult. A few weeks before we won the championship, my grandfather died. So for me it was a trying experience. But it was very satisfying to win the championship. There were two games. The first game we won 2-1 at our field and the second game we tied 0-0. Like I said, the moment we won, I had mixed feelings.I was very happy because it was something that for two years I had been trying to do. And, then I was sad because had grandfather lived we could have enjoyed the moment together. He had come to see me play often and he was very interested in my soccer career.

Another important thing about winning was that it brought me self-confidence. Because I had never won something as important, I guess my self-image improved. I was a winner, and that affected other things I did, either with friends or at school. So I was very happy that year, and I guess it was an important step in my life. As a winner, I could do better in other things, such as school or friendships.

Competing in a Race

I was invited to join a group of people to run in the Bay to Breakers Race in San Francisco. I had heard about it but had never competed in any kind of run. It was a 7.7 mile run and I had not really run any distance beyond 3 miles. I spent the better part of that year trying to train for the event. The weekend of the event I joined a group of 10 who had convinced me that I would enjoy the run. When we arrived in San Francisco, I, as a 50-year-old person competing against people 25-30 years old, began to wonder whether I had extended myself beyond my physical capabilities. When I got to the race, I was among 16,000 other runners. I was not aware of that. I was overwhelmed.

When the gun went off, I was in a sea of people, and I said to myself, 'Well, here you are among all these people—there's no turning back. Just pick the white line in the middle of the road and go for it.' I set a very slow pace; I was running a 12-minute mile. As I ran I began to sense that people were moving beyond me, and in fact, a former student of mine passed me shouting, 'How are you?' And I waved, and all I could see was his number. I realized my running was going to be more than just running, so I began to talk with people along the sidewalk to keep myself alert. I found that I got so tired I could hardly move. So I met a partner who was equally as tired and we decided that we would complete this race together. She was a teacher at Fresno State. As we rounded the last corner, I saw the finish line. The sight of that line again transported me to some other place. It was as if I had no pain, no tiredness, and could do anything. All I had to do was *do* it. And without knowing it, I found myself sprinting the last 150 years. I could not imagine the energy I had doing that 150 yard last run. It was as if I were flying and not running. I did not feel my feet touch the ground. I was probably 15,000 out of 16,000 runners. The exhilaration and joy of completing the race, being a part of a mammoth group had me floating on air for months after. That experience told me I can do whatever I want to do, I can be whatever I want to be; it's there. This placed me in another place in my world of potential accomplishments.

As a result of that accomplishment, three years later I went on a five-week wilderness expedition, moving through primitive forests for 150 miles, feeling the same as a group of 16 people whose average age was 21.

What I have learned from all of this is that one can reach beyond one's grasp during recreation experiences and find oneself capable of enormous other experiences and joy and better understanding of oneself and the world.

Realizing a Dream in Nepal

About three years ago I took a year leave of absence from my college to go to Nepal in the Himalayas. I did two long treks—one about three weeks, one about five weeks. Although both were quite memorable, they were somewhat different. During the first, the most significant, I realized something I had always wanted to do—to see Mount Everest and to hike into its base camp. The trek in, in three weeks, led us to the base camp. Scaling a mountain near Everest, we got a spectacular view of all of the mountains in the area.

I arrived in Katmandu intending to go on this trek but not knowing with whom I was going. I met a couple of people on the bus on the way in and two others in Katmandu. We teamed together, as the trek doesn't need a leader and there's no danger of getting lost. One follows the basic trail, using a guidebook to identify little villages where food and accommodations are available on the way.

I have done some technical climbing and another fellow and I were going to do a technical climb of a mountain near Everest, called Island Peak, but he developed altitude sickness at about 18,000 feet, so we had to abort our plans for climbing that peak.

The trek itself took about three weeks, partly because there's an awful lot of acclimatizing to high altitudes involved. If you gain 1,500 feet a day, you have to spend two nights at the new altitude to adapt to it. If you progress too rapidly there's a danger of cerebral adema, a pretty serious ailment, not to mention bad headaches and other problems.

During the first two weeks we followed in the footsteps of Edmund Hillary. We could have flown in—there's a small airport about two-thirds of the way along the trek, and a lot of people use it if they just want to go into the base camp, but we wanted to do the trek and actually see Nepal.

A day for us would begin by getting up at dawn, when we were not staying in a little village hotel, if you want to call it that. Food—dinner and breakfast—cost a total of about 60 cents. So this gives some indication of the quality of the hotels which were basically thatched roof shacks with a floor on which to lie in a sleeping bag.

Since all the activity in Nepal is governed by the amount of light, we got up at dawn, to have a couple of boiled eggs for breakfast or some kind of barley porridge, and then we would start walking. And even though I had done a fair bit of hiking before, the others I was with weren't practiced hikers and weren't necessarily in the greatest shape, so we would average less than six or seven miles a day.

The difficulty in Nepal, of course, is that there's virtually nothing horizontal in the whole country. It's either up or down the whole way. The first three weeks you have to go up and down over seven mountain ranges just to get to the river valley that leads to the Everest Glacier. So you would do some walking. All along the way there were little villages. People that cater to the trekking industry would set up little shacks to serve tea, and you would get tea and some sort of cookies, biscuits—sugared biscuits. We would pull to whatever destination we had set out for ourselves around 4:00 or 5:00 o'clock, and just lounge around for the rest of the day, mingling with the villagers and seeing what there was to be seen of the village.

"In Nepal, you're totally severed from the advances of the twentieth century. They're adrift somewhere in the last six centuries."

On the trek, climbing a peak called Kalibatar and seeing Everest on a really beautifully clear morning was very exhilarating. The other experience, the trekking in, was something which is like going back 600 years. The village people had no electricity. Most of them had never seen an internal combustion engine. Their entire assortment of tools consisted of a sharpened knife. Their harvesting, for example, consisted of threshing their wheat with wooden sticks on the ground. The lifestyle was feudal, like England 600 years ago. I gather that both the birth rate and the mortality rate are fairly high. Life expectancy was perhaps somewhere in the mid-30s for most people. Just being exposed to that kind of a cultural experience is stimulating, especially after having gone through Europe expecting to be exposed to all sorts of new cultures, but hearing Pink Floyd tapes and seeing people playing video games in remote little Italian mountain villages. You realize how homogenized the Western world's cultures are. But in Nepal, you're severed from any of the advances of the twentieth century. Nepal's people are adrift somewhere among the last six centuries.

It's hard to imagine the emotions that you're going through. As you're walking you get so accustomed to that kind of lifestyle. You're there with your friends talking about activities that you had done in North America, and you tend to forget that you're in a foreign country so remote from anything that you're used to. I was really surprised that even though it seems very romantic or exciting or flamboyant to be trekking through Nepal, after a while it becomes just like trekking through a sparsely populated mountainous part of Western Alberta. The initial experience was certainly interesting, but I had worked my way up from Ceylon through India, and then into Nepal. So I'd grown somewhat accustomed to the Asian culture, and at this point it was just a matter of course; I had to get a place to stay and I had to get food and beverages. I enjoy hiking and trekking; and I find it quite gratifying. I was always thinking that here I am in the footsteps of Sir Edmund Hillary. That always had such a romantic ring in my mind. It's funny—only when I look back on it can I begin to say how exciting it was or how moving it was and what a significant personal experience it was for me. I never would have articulated it at the time.

It's called a Dude Cosy, the river that drains Mount Everest, the glacier. I started walking up there, getting into higher and higher country. Even though I've done a fair bit of hiking and climbing in the Rockies, I very seldom went over 11,000 feet. There are villages up as high as 16,000 feet in the Himalayas. At these high elevations, it was quite cold during the daytime. We couldn't cover a lot of ground because of the altitude. That meant we spent a lot of time just relaxing around the villages.

As we got into more of a mountaineering situation, rather than just a hiking or walking situation, it began to remind me more and more of mountaineering ventures that I'd had in the Rockies. It just seemed to be getting a little more exciting; we were getting closer and closer. All of us had thought that getting to the Everest base camp would be thrilling, and it was. Of the four people I set out with, I was the only one who made it. We teamed up with two other people, and another fellow and I were the only ones who got right to the base camp. Two others stopped the trek at about three quarters of the way in, and one fellow got to where he could see Everest and then went back.

In the morning we climbed peak Kalibatar, which gives a dramatic view of Everest and Newtsy and Lowtsy, the three biggest mountains in that area. All the way in we had people coming out saying, "Well, it's kind of disappointing." When you get there, Everest is always covered in clouds and you can't really see it. It looks like rock and snow, and you can only see the bottom part. We were a little apprehensive about walking all this way and not even seeing Everest.

We stayed the final night in a tiny village where the houses were made of stone and stacked on end with the wind whistling through them. It was really cold. I ended up sleeping in my down jacket in my down sleeping bag. The next morning I woke up, oh, just before dawn around 5:00 or 5:30. This other fellow and I looked out and saw that it was perfectly clear, and we walked for about an hour along the edge of the glacier that comes off Everest, but we were afraid the clouds would just come swooping over at any minute. We were desparately trying to get up the peak. It was quite steep—it was just basically a walk, no technical skills were involved at all. But at 18,000 feet there's less than half the oxygen that you would normally get. After every two or three steps you feel you have to stop. Our muscles are saying you can't do anything further; you don't have energy.

We were so keen on getting to the top that we just pressed on. We finally did manage to get to the peak by, oh, I guess, 7:15-7:30. As it turned out no clouds showed up for another five hours.

I've climbed quite a number of peaks in the Rockies, and it's gratifying. You get good views when you do get to the top of them. But I suppose partly because I knew it was Everest, it was different. If somebody had said, "Here you are in the Canadian Rockies; you're on this peak, and you're on this peak, and you're looking at some other mountains," I would have said, "Oh, these are quite nice mountains." But again I guess I was conscious that this was something I had strived toward for so long, and something I had fantasized about for many years—getting into the Himalayas and seeing Everest. There I was, over 18,000 feet on a mountain with Everest towering in front of me, and the whole climbing route was visible, through the ice fall, up through the western plume and to the summit. The mountain was towering there. Periodically the really high winds

"There is a big difference between passively riding and actually being part of the crew."

that prevail around the Everest area would blow big plumes of snow off the top. You would see what you often see in photographs, the mass of plume blowing off in the lea of the mountain. I was up there for three hours with this other fellow. Eventually others joined us who had left the village later than we.

I suppose the only way I could describe the emotion would be to call it giddy. I almost felt like a little kid at a magic show, I was so excited. I was beside myself, far more juvenile than I ever would have expected myself to act just because I had climbed a mountain. For about three hours—perfect visibility, beautiful warmth, no wind—I felt on top of the world, partly because I was conscious of this being the roof of the world, the highest mountain in the world. This is everything that every climber or hiker dreams of—going into the Himalayas and really seeing huge mountains.

Rafting the American River

Working as a team member on a rafting trip instills self-confidence.

"I had begun to think that because I was 34 years old, it was no time to try something new and daring."

I have rafted down the American River in Northern California for three consecutive summers. My first experience was in 1982. While my husband paddled with six others and a guide in a separate boat, I rode in the supply boat, or "oar" boat, with a guide doing all the rowing, and three passengers just 'hanging on.' My second year, I also rode in the supply boat, still having a great deal of fear at the thought of paddling, and a fear of being thrown overboard by a large rapid.

My third expedition down the American River, in 1984, was altogether different than the first two. Upon arriving at the meeting camp, I learned that there would not be a supply boat for this trip, and that everyone would be expected to paddle and pull their weight. I was terrified at the thought of paddling and being thrown in. Due to my small build, I was unsure whether I would be strong enough to be effective. But since I apparently had no choice in the matter, I decided to make the best of it. This time, I wore a wetsuit to keep warm if I did get thrown in the water.

When we got to the point of entry, we discovered that the water level of the river was quite low, which means two things: the water would be moving more swiftly in some parts, due to the rocks being closer to the surface; and there would be more rapids (rough water) to 'shoot.' I immediately felt a twinge of dread. But before I knew it, we had the boats inflated, life jackets on, and were on the water.

The first rapid is called the 'meat grinder.' The name is very appropriate! I listened carefully to the commands of the guide, 'forward, back paddle, right turn, stop!' I was so busy paddling and following commands that I didn't have time to be scared. The boat rose and fell in the swells, and I truly felt, for the first time, the thrill of white water rafting. I looked back at the 'meat grinder' and thought to myself, I did it! I looked at my husband and he gave me a 'see—I knew you could do it' look.

I overcame the fear of falling out of the boat by jumping out, wetsuit, lifejacket, hat and all, and floating down river in calm parts. At camp one night, I even swung on a 'Tarzan' rope out over the river and swam in 60 degree water—imagine, at my age!!

I had never felt that this sport was very recreational until this last trip. I had only gone to please my husband, never for my own recreation. There is a big difference between passively riding in the supply boat and actually being part of the crew—being partly responsible for where the boat goes and for keeping it from wrapping around a rock. It was a very gratifying experience—we were a team, working together for one purpose.

Another reason that this trip was most memorable for me is that I felt a great sense of accomplishment after each set of rapids, but particularly at the end of the two-day trip. I proved to myself and my husband that I was capable of doing something that I had never tried before. I had been beginning to think that because I was 34 years old, it was no time to try something new and daring. This trip made me realize how wrong I'd been. Out of the three river trips I have taken, the last was by far the best.

Hiking the Great Divide

"People always ask why we wanted to do such a thing. As I got outside, I was able to learn more about myself, my friends and my family. I got closer to my family by taking this hike than anything else I have ever done."

I got started because I was really into backpacking. I enjoyed it and wanted to do more of it and I loved being in the outdoors. I didn't know exactly how, but I wanted to do more. I was thinking of an extended hike of some sort, but really didn't do much about it until I read an ad in *Backpacker Magazine* that asked for a female companion to hike the Continental Divide the following summer. It sounded exactly like something I would want to do so I wrote to the girl who placed the ad. We began to correspond but realized that we couldn't make it the following summer, but a year from then. I quit my job in Tracy, Minnesota and went to Maine to meet my partner and to work at an outdoor camp. We met a couple of weekends during that summer and realized we were compatible enough to walk together for 2,500 miles for a six or seven-month hike.

We started on the Mexico/New Mexico border, the furthest point south in New Mexico, and hiked along the Divide through New Mexico, Colorado, Wyoming, across the Idaho/Montana border and up through Montana until it reached Glacier National Park on the Canadian border.

We began on April 6, 1980, and walked almost every day. People always ask why we wanted to do such a thing. Most importantly, I guess, as I got outside, I was able to learn more about myself, my friends, and my family. I've always said that I got closer to my family by doing this hike than anything else I have ever done, because I thought about them so much. You think about the people you love and people you care about. It really helped. It was the first time that I could ever tell my parents I loved them because I felt that close to them. It was a time for me to make some fairly important decisions about my life. If you are walking all day and not talking to your partner, you're thinking. I planned what I wanted to do with my life. I wanted to go to the University of Utah and work on my master's degree, which I ended up doing. You find direction in the outdoors. You set a goal and pursue it. By hiking the Divide I knew that I could do anything I wanted to do if I really wanted to do it badly enough. I feel this is true for anybody.

When my partner and I met in New Hampshire we spread maps all over the floor and we'd count out how many miles it was to the next town nearest the Divide. If it was within a reasonable distance—50, 100, 150 miles—somewhere between five and fourteen days of walking, we would choose it. We had twenty-four towns along the way where we sent our food and supplies. Anything else we thought we might need we sent general delivery to the post offices in those towns. We would walk into town, pick up our supplies, pack them in our packs, and walk on. Many of the towns were so small you could not purchase anything that would be useful for backpacking and sometimes there wasn't even a store in the town, so we had to plan that way.

We chose to hike the Continental Divide because while it is a planned national trail, it is not one as yet. The Appalachian trail in the East and Pacific Crest trail in the West are very well developed and you couldn't get lost if you wanted to. We wanted the challenge of seeing if we could make it.

There were days when we wondered just where we were. We wouldn't ever admit we were lost, we just said were were disoriented. One night we went to bed not knowing where we were. That is an unusual feeling, one most people never experience. The scary part was that it was in New Mexico where there is not a lot of water. We were lucky in finding some. It could have been disastrous.

You don't do anything that you think you cannot handle. When we were hiking the San Juan's in Colorado, there was so much snow we realized it wasn't feasible to hike along the Divide. So we didn't do it. We took a shortcut. Common sense led us to do things like that a number of times. We were not out to prove we could do something that would be dangerous. That was not our objective.

You might ask just what our objective was in hiking the Continental Divide. I can't come up with just one reason, perhaps a lot of little ones: to learn about myself, to be there with nature, to not have any particular responsibility except what flavor of oatmeal to eat that day. I have to admit it was kind of nice for awhile, but after seven months I was ready to be responsible, and to work, and to make decisions again.

My most memorable experience took place in Colorado. We were hiking along a ridge. The wind was coming at us and we were going down the side of the ridge. We saw three elk standing there, fairly close, probably within 30 feet. They had not seen us because they were grazing and we were above them. They hadn't looked up, and we were down wind. We stopped and crept slowly up to see how close we could get and if there were any more of them. One of us moved and they spotted us. At that point, the three elk started running down the slope and about 50 other elk, which we had not seen, started running after them. They ran down the slope and up the other side, and squealed like a flock of seagulls. It was a sound unlike any I have ever heard in my life. To me, it was a symphony of nature, and I shall never forget it.

An Olympic champion rifleman reflects on his experiences as a member of the U.S. team.

Reflecting on the Olympics

"The actual shooting was secondary to the experience of participating."

I guess I would have to say that competing in the Olympics was one of the most memorable leisure experiences that I can recall. Obviously, participation can be viewed in a number of different ways, but at one level it certainly is a leisure time activity. To me leisure means performing an enjoyable activity one feels good about, and which provides long-term as well as situational benefits. And for me in a lot of ways, including physically, the experience of competing in the Olympics was very exciting. Being a member of the U.S. team amidst all the different people and activities going on at USC and the other sites was indeed enjoyable.

The actual shooting was secondary to the experience of being part of the Olympic happenings. They went hand-in-hand but being part of the opening ceremony and living together and interacting with other members of the U.S. team was exciting. I had been in some other things like Pan-Am Games and World Championships but this was the most spectacular. Also, the actual competition was a lot of fun because I enjoy shooting. The consequences and the somewhat seriousness of the competition I had to appreciate. But I would say certainly that the opportunity and the act of actually competing at that particular time was very exciting and looking back I found that to be very enjoyable. I consider it to follow in the paradigm of leisure.

I would say more often than not shooting is recreational. There are times when I really don't feel like it is all that much fun. But I think on a social level that it is fun to travel to different competitive sites, to interact with people—new people, especially from other countries. And I think from a recreational standpoint it is successful to feel competent of being able to perform those skills and control myself.

I operate on many different emotional levels. I'm not sure how I felt when I shot 599. I wasn't particularly elated. I was overwhelmed by people—as soon as I finished I was swamped by the various news services and I had ABC-TV there behind me. I had to deal with having my brother, aunts, uncles, college roommates, and everybody else I knew congratulate me. Looking back, that turned out to be pretty tiring and I think it may have affected my performance detrimentally the day or two days after that. It was constant onslaught—interviews, pictures, etc. I felt like I had wild horses pulling at me.

I don't deny that shooting was fun—it was a very exciting thing to do. I would look at it in retrospect as being a fun thing but I was emotionally aroused—I was keyed up.

I think in some ways it was very helpful for me to have my mother, brother and lot of other relatives out there being supportive. In another way, it was kind of like I had an obligation to be with these people, but at the same time I had all these other people pulling at me. So the amount of time I had to devote to people made it somewhat more difficult. But I'm real glad that they were there and I think that they shared in that happiness. Especially my mother who has been very supportive of me starting out with my father carting me off to practice. She had invested a lot of time and effort and so I think that it was a nice thing for her.

I'd do it all over again for sure. I'm not sure right now how interesting I would find getting geared up for that to be . . . people have some other expectations for me. I have different expectations of course.

I suppose I certainly will relish it. I'll probably value some of the memorabilia. I have all kinds of stuff. This was a very memorable experience . . . ."

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A retired music professor recalls his trip through England, Scotland, and Ireland.

Reliving a Musical Journey

This musical trip to England, Scotland and Ireland ". . . was an unbelievable experience. Not being a writer, I have a hard time putting it in words so that someone can see what I see in my mind's eye . . . ."

I'll tell you about the experience we had the summer before last. We heard from the alumni office that there was going to be a tour for alumni, friends, and relatives. To make a long story short, we got involved in the tour, visiting eight days in London, then going by bus to the small inns of England and Scotland. Well, this was marvelous—eight days in London with a lot of free time. We love to walk and we walked all over London. I've been walking for about 30 years. I enjoy it and I don't do it leisurely. I walk briskly and everybody who sees me wonders why I am walking so fast. It is because my natural gait is very quick.

In London it was a little more leisurely because there are so many wonderful things to see. Both my wife and I got comfortable shoes and we walked all over that town and it was marvelous. I remember one afternoon, we were shopping and we were far from where we were going that night. We were going to one of the big concert halls, Promenade Concert. It was just like a skating rink. There were no seats there, no ice, just people standing there talking. And all of a sudden before the concert started, somebody began to cheer; you know, hip, hip, hurrah, and I looked over to that part of the gallery and thought maybe this is a rowdy crowd or something and we got in the wrong place. Well, that's England, I guess, and I didn't know what was going on, but it came time for the performance and the conductor walked in and all those people stood there so quiet, you could hear a pin drop. Maybe there were three or five out of the four or five hundred who found a place and sat down but the rest of them just stood there silently for 45 minutes, while they listened to Beethoven's "C Major Mass."

One of the good things about this tour is that there were only 28 people in it, not the usual 40 to 50 getting on and off the bus. This was an unusual group. The youngest was 14 and the oldest was 83 and there were all ages in between. We went to the usual places: Shakespear's, Stratford-on-Avon; but one of the unusual things about this tour was that we went into smaller towns and old inns. I remember one town where we took over the complete inn for two nights. It was charming—delightful food, wonderful people. We just took off and walked and saw all sorts of things—the flavor is so wonderful. In the hills and everyplace you look, there are sheep. A lot of mutton over there. Everybody eats lamb, mutton. The fields here in Iowa are huge and so many times without fences, but over there the fields are smaller plots of ground, subdivided by stone fences or fences that were small bushes but not wire fences, you know, like over here.

We went to St. Andrews, Scotland, and on to Edinburgh. St. Andrews, you know, is where golf started. Well now, I'm not a very good golfer. We were in the hotel out in the country about two miles from St. Andrews where Jack Nicklaus stays everytime he goes to play in the tournament at St. Andrews. There's six or eight golf courses just in the St. Andrews area, I think. I don't know why they have so many because the town isn't that big. Anyway, my wife played on one of the famous golf courses and she plays a little golf but she's not very good at it. But she evidently is better than I am.

We went from Stratford-on-Avon up to the beautiful lake country. There's so much stone all over that part of England that they build these beautiful stone fences and they told us that the barns and the homes were built out of stone and they used no mortar. Yes . . . I reacted the same way as you did when I said that. You looked amazed and I did, too, and I looked for mortar and they said no, and there they stood, three to four to five hundred years old. We came down the other side of England outside of York and then to Cambridge where the university is. Oh what a place, what a town! We went into the king's chapel. Unfortunately, we didn't get to hear the boys' choir that marches to chapel services in their tails and top hats. But we heard them on the radio. It was in July, vacation time for most of the colleges at the university.

We left on our own, to Ireland for a week. What we saw was beautiful. We need to go back there. There are so many mountains in those British Isles. Now again, you seemed as amazed as I did, because, gracious, right up from the sea would begin some of these rather substantial mountains. We loved the people and the countryside. We rented a car and were apprehensive because the steering wheel is on the side we're not used to and the roads are narrower over there. Out in the country we could get on the by-ways and so many curves and they know how to take them and they'd zip around there and we'd meet them and it would scare the life out of us but we made it and we didn't even nick the paint on the fender or anything.

I think there are all sorts of things that make travel special. We had wonderful accommodations in these small inns and when we'd go with a group to visit the outstanding places in history, we had either heard about them or read about them, and they were so interesting to visit.

We were aware of the possibilities because on this tour one of the big things is cathedrals where there are organs, choirs, and sometimes concerts. We did go to Westminster Abbey for services on Sunday and we heard the boys' choir and the organ but timing did not always allow us to do this, especially since others on the tour weren't necessarily interested in that.

We were walking up from Harrod's to go to the Promenade Concert that night, but we did manage to spend some time in the British Museum. When we got into the music . . . well, it was almost unbelievable to see the books—how they were arranged and how they were displayed—original compositions. Handel, especially Handel, is supposed to have done a lot in England. This was a unique experience for us. To be interested in music and go around and see, well, Purcell here and maybe Scarlatti here. Somebody wondered how Scarlatti would be found in the British Museum but there were not just English musicians represented. This was just an unbelievable experience, one that I have a hard time explaining in words so that someone can see what I can see in my mind's eye.

Breaking Language Barriers

We had planned for a great deal of time, prior to our postsecondary education, to travel to Europe. Once we decided, we made plans to be released from our jobs. We resigned, took leaves, and for 100 days before our departure, we counted off our calendar how many days left, how many days to go. We did as much preparatory work as we could beforehand, and it was exhilarating just thinking about it. We were just excited about life and after our return, our excitement continued for a long time. That was two years ago and it's still very, very vivid and memorable today.

We traveled through England and across the channel to France, down through France to the Riveria. It was very cold in May 1982 so we decided to head south to the Mediterranean and travel along the Mediterranean and into Italy. We took our multilingual guide and were able to converse with local people. As Canadians, we were somewhat fluent in French. But you never really know until you get there, until you're immersed in it. We wanted to feel what it was like to live in another culture and travel and meet people and converse in another language.

We left France and entered Italy, and the languages seem similar. However, they're not identical, so our little travel guide came in handy. But once we hit the Yugoslavian border, where the four official languages were all quite different, we were lost. Six languages in two weeks was a bit much for us. We almost chucked the book away, but it did help us enough to get through into Greece, where the culture is more North American influenced and there's some English and some French spoken. Once in Greece, we felt at home again; beautiful weather, beautiful climate, and yet very similar to our lifestyle and the climate we enjoy in Vancouver and British Columbia.

We were independent—we met new people, spoke their languages, visited in their homes, staying for two or three days. We didn't travel by rail passes as many young people do; we rented a car and went here, there, and everywhere. We took local routes, and did local things after checking in campgrounds and restaurants with those people that we could converse with. It was just a fascinating experience, a time of our lives that we remember with fondness. We met two French couples, in different spots in Greece, and we converse with them to this day, although our French is considerably weaker. We were awakened one morning at 7 a.m. out of a deep sleep by a caller from Bordeaux frantically saying hello in French and trying to get us to communicate. I was—at 7 o'clock in the morning—not thinking too clearly in English, let alone in French. That was a lot of fun. That memory lingers on for a long time.

We traveled through Greece and across the Adriadic to Italy and back through Italy and France, touched into Switzerland, and back through France. We felt like we were coming home again after so many different cultures and languages—knowing the French language, we really enjoyed France thoroughly. Back across the channel to England we took a canal boat trip, a very leisurely thing to do. Everybody does it—people enjoy their canal boat cruises—a great pastime in England. There's always something new to experience. Words cannot express the feelings of exhilaration that the mastery of your own fate can bring.

I recall rolling into a seaside restaurant in a very small town in Greece. Tourist season was down. It had been cloudy, rainy, wet, and cold and nobody else came into the restaurant that night so we went spearfishing under the moonlight with the restaurant owner and his friends. We caught an octopus and ate it at the restaurant the next night for dinner with their special Retsina wine and song and stories—half-English, half-French, half-Italian and a lot of sign language. But it didn't seem to matter.

If you want to badly enough, you can communicate with anybody, across cultural and language barriers.

Parasailing Over Mazatlan

The reason it was spectacular for me and might be ho-hum for somebody else is because it was an experience that was very much out of character. I don't see myself as a courageous, risk-taking person. Nor do I see myself as very athletic. But when we went to Mazatlan, I found it was really exciting to sit on the sand and watch people take off, unencumbered by anything except this small line attached to a boat out in the ocean and literally soar far above the earth. I kept thinking how I would love to do that and yet, how incongruous it would be for someone as security-minded as I am. But there is a certain amount of Peter Pan in me too, so as I watched, I thought I may never have another chance to do this.

I was a little bit nervous as we were taking off. They explained to me what I was supposed to pull and who I should watch on the ground for cues. And I did it!

It was probably the most exciting activity that I have ever done. I don't think I'll ever forget the exhilaration. When you're on the beach, you're in the harness and it's kind of wet and clammy because it has been dumped in the ocean by the person who was in it before you. Anyway, it's cold. There was a Mexican summer breeze blowing and a balmy kind of feeling. When you feel the surge of the boat taking off, you run with it into the water. When they open up full throttle, there is a feeling of an ascent that I had never felt before. You feel the sheer power taking you up, and all of a sudden you look down and the ocean is getting further and further away. It goes quite high. I don't know how many hundred feet but it's considerable. There is ocean spray when you first take off and then the warm wind and then the feeling of just climbing and climbing and climbing. . . .

I felt like I was flying on my own power. There was something very alive about being up there: one, because I had never done it before, two, because it was so incredibly exciting and, three, because it had been something that I was afraid to do and I was doing it. The power of taking on something that scared me and discovering that I could do it and that I was going to be just fine—and that I was having an experience that I was never going to forget—was a real high.

And then as I was luxuriating in all this wonderful awareness, it occurred to me that I had to come down and that I had never done that before either, and I was hoping that I could pull it off with some aplomb.

Coming in, I felt like a junior league astronaut coming back because there were all these people cheering down on the beach below. First, you ask yourself, "Am I going to make it?" And then, "Yes, I've made it!" Then you have the wonder of the marvelous memory that you keep with you always. The camera of my mind is never going to forget that trip.

When I got down, I felt incredibly proud. I felt like I had done something special. I *had* done something special. And it was fun to talk about that. It was fun to have my children say, "We didn't think you were going to do it, Mom" mixed with some admiration. But most of all, it felt very good to me to know that I was on the *doing* side of something that I might not have done, and that I had registered a terrific memory, a memory of an experience that I have relived many times. I've actually gone over Mazatlan a lot of times. It's like having something in the bank that I can draw on when I want to.

I have made that one of my special places. It was not the ascent or the descent that I remember, however; it was those wonderful few moments when I felt weightless. There was a feeling of being so utterly relaxed and weightless and removed—but not out of touch. In fact, that was really the zenith of that trip. And I can go back there in my mind. I think I remember the feeling as vividly today as six years ago when I took that trip.

The message to me in that trip was that there's a real value in risking. Sometimes, without being foolhardy, but reasonable, a person can find any kind of change or new thing sort of scary. Often an apprehensive person says, "I would like to do that but I just don't know whether or not I can." I think that the message in that trip was that there are real rewards for those who do take risks, whether it's a change in career or a change in where you live or a change in the way you do something—growth. I think it guarantees that there is a value in experiencing growth.

I don't view myself as frightened by some risk-taking. It's interesting because there are areas in my life in which I think I have consistently been a risk-taker, from childhood on. But I did not perceive myself as an athletic person. And so any activity that was more physical than mental, I would be far more reluctant to try. I'm not sure why. Maybe becasue I wouldn't look as proficient as I wanted to or I wouldn't be able to pull it off. But after parasailing I decided that I could probably play tennis. And I have played since then. I'm not a great tennis player, but I never would have tried it before. I tried and did as well parasailing as anybody else did. I did better than the guy who went to the hospital. And so I figured I could try some other things too.

I also think that it goes beyond activities and more into risk-taking in other parts of our lives. I think that it's easy to become comfortable and secure with certain things as they are. And the more secure that feels, the scarier it is to even think about trying anything different. I'm trying some new things in my life and I think they're going to turn out just like my parasailing.

Over 13 years ago, this woman had a grueling recreational experience which remains her most memorable one.

Risking for Achievement

"After the experience every part of my body ached, including my head. Mountain climbing is definitely a thinking skill. But because I accomplished it, because I didn't quit, it has become a recollection that I'll never forget. I can still feel the pain of achievement!"

In the summer of '72 a friend and I took a trip to Jackson Hole, in the Tetons. We were camping out during September—Labor Day weekend. We took a horseback riding trip and as we were going around the mountain we looked way up on top of the Tetons and saw people up there. I said, 'Look at those crazy people.' She said, 'Yeah,' and just continued on our horseback riding trip. After the trip we camped and had a miserable night. It was rainy and windy. I woke up the next day in my tent and went out and found the water left in the fry pan had turned to ice.

My friend said, "They've got this mountain climbing school—Let's go over to the mountain climbing school and sign up for a simple mountain climb." So we went over to mountain climbing school. I had $1.99 'tennie runners' shoes from K-Mart and tight blue jeans on. There were about eight of us and they said, 'You're here for the mountain climbing class?' And we said, 'Yes.' Next thing we knew they had given me a pair of leather shoes and a pair of leather gloves and we were on a ferry on Lake Jenny across to the mountain. Remember the story about those people who were up on top of the mountain the day before? We ended up being those people the second day.

The guy teaching the class was a scientologist, he believed in scientology—his religion. He limped all the way at low level. The further up we got on the mountain the less he limped. The guy had a mental thing that he could do mountain climbing but down below he was a limper. Well, this is memorable to me because we learned how to climb a mountain. We were the people on top of the Tetons the next day. I can remember rappelling and *doing* all of the things that I thought we would be taught in the building down below. Among the eight of us I was the least in condition, the least athletic. I was a smoker at that time and I can remember going into the bushes at lunch to have a cigarette because no one else smoked.

We were gone for a full day, from 8 o'clock in the morning. We got up to the midway mark at about time for lunch. We ate lunch, climbed up a little bit higher, and then learned how to come down the mountain. At one point you had to kick off from the side of the rock and just dangle and look 60 feet below. The instructor said, "Just push off and let go of your hand." I was able to draw smoke with my gloves on the rope. I was so scared. I guess maybe it's the adventure that made this the most memorable experience that I've ever had in recreation. But at that time it wasn't recreation to me. It was recreation to the other seven people, but to me it was work. The instructor would say, "Put your foot up by your palm of your hand." And there was no way I could get my foot to the palm of my hand. However, all the other people were able to do that.

There was also the feeling of accomplishment—being able to do something. I guess the reason I keep remembering the experience is that I was not ready to climb a mountain. When I went to the training school I thought I was just going to learn how to do some knots and maybe some simple climbing, but I was not aware that we were going to go up and out and climb that mountain and rappel and do all the things they do in mountain climbing. Two weeks later I was still limping. After the experience, every muscle in my body ached and not just in my body but in my head because mountain climbing is as much a mind skill as it is a physical skill. Well, that's what I found out. But because I accomplished it, because I didn't quit, it has become a recollection that I'll never forget.

I can still feel the pain of achievement but there *was* achievement. Upon recollection, it was more recreational than it was at the actual time of doing it. At the time it was not recreation, it was pure Hell. I mean I hurt! Then we ended up going to a motel where there wasn't even a bathtub and I can remember sitting on the floor of the shower and probably thinking *that* was my most memorable recreational experience. Just sitting on the floor of the shower trying to get the aches and the pains out of my body from the experience. But it was emotional, mental, and physical. I've had other experiences like my flying—learning to fly—that were recreational at the time and enjoyable. Again, because of the drive to succeed and to achieve. It's the pyramid, the self-actualization I felt when I passed my flying lessons. That was really important. But I don't recollect it as much as I do this mountain climbing experience as recreation. It pulls in all those emotions—the adventure, the risk—the risk of failing in front of your peers. Also the physical risk. I mean I was out there on the dumb rope going up and down a mountain.

I've never reached self-actualization in my mountain climbing. Never did. It was 'thank God' when I got down to the bottom of the hill, a sense of relief. More so than going up the hill. It was the safety of getting down, the security of putting on my $1.99 sneakers and getting back into a car and having a shower and leaving the mountains for other people to climb and to excel in the exhilaration of achievement. *My* achievement was getting back down.

Floating Free

I started out with a couple of close friends. It was something they also wanted to do, so we went together. We had a good group, and a very good coach. It happened so quickly—we learned how to sky dive, and about five hours later we were up in a plane. I volunteered our group to go first, which my friends weren't too happy about, but we went and it was exciting—very exciting.

When they finally called our names to go up in the plane, we were ready. I couldn't think of anything but being up there with the birds. It was a very nice feeling when we finally got out into the sky. I immediately lost all thought of what I had learned in the class previous to jumping. I didn't think of checking my canopy; all I could think about was floating in the sky. I was hoping a bird would fly by. The descent was about three minutes long—it was short, but exciting. Being out there, floating free, was wonderful. As I was falling, I was overwhelmed by the whole experience. It was one of those ah-ha things that just took my breath away—truly exciting.

When I landed, I kissed the ground. I had a good roll, and I did really well. I kissed almost everyone that helped train us. I was so excited to be on the ground again.

Sky diving was something I truly wanted to do for a very long time. When I finally did it, it was just incredible. All I could think about was accomplishing the goal that I set out to do. It was very exciting—not ever having done anything like this before.

Hopefully, I'll get the chance to do it again some day. I would encourage anyone to go ahead and try it if you really want to. I wasn't nervous when I started the program, in fact, I wasn't nervous at all—just excited. People were concerned that the five hours of training would not be enough, but I felt that it was ample. The instructors went over and over every skill to be sure that we knew exactly what we were doing. They encouraged us to ask questions—they were good teachers all around. I felt very safe.

I consider myself to be an adventurer. I love trying out new things. I think that a lot of people say they want to try something, but never really go through with it. I try to realize my goals. I'm glad I went. Skydiving was a good experience.

FAMILY COHESION

Through Leisure and Recreation

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> "I challenge us to think of leisure as more than just recreation and activity, or a frame of free time, although all three are essential to human existence. We have more to offer to families than just a way to pass time .... We must help family members feel free to experiment, free to love, free to touch, free to talk, free to feel responsibility to and for each other in a playful, self actualizing way."
>
> *--Ronald Mendell*

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Forging A Relationship

Through the years, my older son and I had done a good bit of backpacking in the mountains of Georgia, Tennessee, and North Carolina and as he got older he began taking more and more trips on his own. But always, in a half serious, half joking way, we talked about going out West when he finished school on an extended trip to backpack and see some of the National Parks. Most of what I had seen had been in the Southwest, and I had wanted to go out toward the Colorado, Wyoming, Idaho, and Montana area for most of my life. This desire, however, always seemed to be just one of those nice dreams, and as I got older and in poorer physical condition, making my dream a reality seemed to get further and further away.

Then a friend told me that a mutual friend was taking a small group of folks packing into the Wind River Range of the Rocky Mountains in Wyoming. I picked up the phone, called to see if he had room for two more, and made the commitment to go.

As my son and I began to plan the trip, we realized that the planning itself was important and essential to the experiences. We read magazine articles, talked to people who had been there before, and identified routes to take, places to stay, and equipment we would need. We plotted the exact route we would drive, figuring time, distance, and cost, and looked for places to camp along the way. We began detailed planning about the equipment we would need to buy or substitute.

A major part of the preparation was getting in physical condition for the trip. We had been advised that the adjustment to the high Wyoming altitude would be very difficult. Over the last few years, I had put on some pounds that I didn't need, so I began to work out five to six days a week. Because of an old ankle injury, I couldn't jog, so I began riding a bicycle into the countryside, building up to about fifteen miles a day, then once or twice a week twenty to twenty-five miles a day. In addition an exercise program included a lot of stretching and movement for flexibility. Later, I added a weight program for my upper body, building up both aerobic conditioning as well as physical conditioning. By the start of the trip, I had lost twenty-five pounds.

When my son and I met the five other people, I knew only one of them and my son knew none. I knew from past experience that the real test of how we would get along would come in the back country as we divided responsibilities and did chores after a day's hike. We had a very compatible group.

On the first day we had to climb to a pass, and the last several hundred yards of that climb was almost straight up through rock fields. We began to feel our tiredness and difficulty in adjusting to the altitude. Probably the excitement and anticipation of the trip overcame some of those problems. As we started down the pass toward the valley where we would stay for the first portion of our trip, I began to experience some knee problems that slowed me considerably, caused some pain, and worry about being in rough country for the next few days. The problem stayed, but it was one I could handle.

The pattern was to set up base camps and spend two or three days at each one, hiking in and out, sightseeing, and doing a great deal of trout fishing. My son and I found the adjustment to the altitude very, very difficult; without energy, the hiking seemed very difficult.

Going to the second base camp, I felt a very close identity with a pack mule, even though we walked only seven miles. I found myself walking along the trail with my head down, constantly telling myself to move one foot in front of the other. Finally we arrived at a beautiful camp at the top of a large rock that dropped off into a lake. To my surprise, that evening the group baked a small birthday cake for me, decorated with five M & Ms, each representing ten years of my life. Overlooking the lake, we had a party celebrating my fiftieth birthday. Earlier in the day I wondered, "Why in the world would a man fifty years old, with a good job, a comfortable home, and an air-conditioned car punish his body this wav?" That evening, however, as we lay there at the top of the rock and watched the sun set over the lake, I knew that it was indeed worth it. After many, many years of anticipation, this was exactly the kind of place I had imagined. The group camaraderie, the beautiful setting, the opportunity to fish and photograph the scenery, wildlife, and wildflowers was even more than I had hoped for.

What really registered with me and remains with me as a result of that recreation experience—although I am not sure I could put my finger on the *essence* of this experience—is probably a combination of things: the pleasure of the company of a few other people with similar interests but, even more important, the pleasure of going off alone. I could find quiet time and space to sit, contemplate, to let my mind run free, or to do or think of absolutely nothing. Another key ingredient was the opportunity for my son and me to work together as partners in a setting that required

> *"Perhaps most important of all is the relationship that developed with my son in that setting. We had always been close and had been friends as well as father and son, but in that setting a bond developed between us that I can't describe, other than as a 'kindred of spirit'."*

teamwork, cooperation, and equal responsibility—functioning as peers, not as father/son, or superior/subordinate, but as equals. The strength and power of the mountains, creeks, rivers, and weather makes the individual the outsider, the alien in the environment who has to adapt to its natural forces. A part of this feeling was my appreciation for the majestic beauty of the area and the awareness of the need to preserve it as part of our country's cultural and physical heritage. Now as I think back about the trip, what registered strongly in my thoughts, feelings and emotions was the beauty of the setting and the price that had to be paid to reach areas where there were very few people.

After leaving the Wind River Range we went into Grand Teton and Yellowstone National Parks. As beautiful as these settings are, the people around us, the push and pull of vehicles and campers, the traffic, and the crowds looking at scenery and wildlife made that a totally different recreation experience. You're with your vehicle, and you're surrounded by people at all the major tourist stops and highways. In the earlier setting, it was unusual to see another person, to hear sound unnatural to the area, to smell only fresh air with no trace of gas fumes. The National Parks were a culture shock. By contrast, they intensified my earlier feeling of remoteness, of being an outsider, and of being able to sit quietly and soak up the beauty of the backcountry area.

Now, almost a year later, whenever I start talking to people about the trip, I am aware of and appreciate those feelings and emotions very much. It's certainly not like a dream; I am not detached from it; it's really a part of me. When I look at my photographs, whether a close-up of a tiny wildflower or a vista of lakes and mountain peaks, I can remember being there and how it felt to be lying down on my stomach taking a picture, or looking out over the vista. I can feel the tug of the trout against the line and the emotions come back, and I relive parts of the original experience.

Perhaps most important of all was the relationship that developed with my son. We had always been close friends as well as father and son, but in that setting a bond developed between us that I can describe any no way other than "kindred of spirit." While we don't talk about the details of the trip very often any more, we know we are "kindred of spirits" whether we are together or apart.

I had been close to him before the trip. I had coached him through youth sports and as a diver in high school and state-level competition. We had backpacked together in the Great Smoky Mountains National Park and in the mountains of Georgia in all seasons; we had fished and hunted together—but until we went into this setting, and made sacrifices, spiritual closeness had never quite developed.

The common goal of going on this trip, our detailed planning, sharing decisions equally, the pain that we endured in adjusting to the altitude, the pleasures that we found there together in spite of these difficulties, as well as our past experiences together, all created a very special recreation experience in which a bond developed that I think will never be broken. I fulfilled a goal I had set many years earlier and this fulfillment far exceeded my expectations.

Strengthening Family Ties

In the early morning stillness, I enjoyed the sounds of nature. The only sound of civilization was the occasional distant wailing whistle of a passing train. Much closer to me were the rustling sounds of the invisible lizards and squirrels as they scurried in the leaves and the chirping of birds in the trees. The natural beauty was awesome and invigorating.

The hot sunshine drove us to the water to swim and ski and paddle around. One of the five days was devoted to a long houseboat ride through many of the Lake Shasta channels. Leaping off the roof deck of the houseboat brought back exciting childhood memories of daring swimming exploits and gave me a playful sense of being a kid again.

The mixture of friendly folks, water and sun provided the fun that grew as the days sped by. Old family relationships were strengthened as I related to my parents, brothers, and sister in many of the familiar ways from childhood. But I was also vividly aware of the differences in our relationships since this was the first time in many years that I had spent more than a holiday weekend with them. So I experienced some anxiety as I tried to project a relaxed, cool image, even though I had many unsettling thoughts about the future and my career advancement.

I got great satisfaction from the teamwork required for many of the recreational activities we did together, such as water skiing and volleyball. My brother's infinite patience as the ski boat driver, when I struggled to improve my water skiing ability was reassuring and gave me confidence as I took my turn getting pulled. Also, I enjoyed seeing my young son enjoy the companionship of his older cousins, grandparents, aunts, and uncles. It was a very special time for my son to have so many people around him to support him and satisfy his needs. This experience with my son was special for me also, since it made me feel proud to be his father when he was so well-liked by everyone.

Though our families have gotten together many times since for shorter visits and even for a one week-long summer visit, the Lake Shasta trip was special since it was a bridge between my childhood recreational adventures in Oregon and Alaska, and my adult role as a husband and parent. There were so many options from hour to hour and the environment triggered many strong feelings of joy from my past.

The joyful relationships were not without anxieties. I was especially aware of how different the high quality of those vacation moments were compared with my ordinary schedule at work and of the fact that my relatives live so far that it is difficult to see them except on holidays. As the week passed quickly, I longed for a continuation of the fun. I dealt with that by focusing on the specific experiences as they happened so I could squeeze as much enjoyment from them as possible. Toward the end of the week, I hoped to have a similar experience year after year.

Through it all, I was aware of the existential nature of the choices I made and the roles I was projecting in my relationships with my two brothers and sister. Things had changed during the years since we had all lived together in the same home, yet many aspects of our relationships were the same or nearly the same.

Family Recreation

Trends, Tenets, and Model Building

Larry L. Neal

This article provides an overview of trends reported from the past and a forecast for the future. The research findings cited by educators suggest that family recreation is not a high priority in the public sector, and many public managers exhibit little support for the conduct and reporting of recreational research. Little has been done and much needs to be done.

Current Literature

An informal survey of marriage and family texts shows little attention being given to the role of play, recreation, or leisure. Reciprocally, a review of play, recreation, and leisure texts gives surprisingly little emphasis to the role of family. Yet the importance of familial influence has been generally acknowledged.

Jensen focuses on family influence by drawing from earlier social scientists.[1] For Walter and Hill,

> The family is important in the life of the individual because it gets him first, keeps him longest, is his major source of cultural imperatives, and prescribes them with emotional finality.[2]

In the same text, Cohen observes,

> experiences in the family are the most important determinants of the frame of reference through which the child perceives, interprets, and evaluates the world outside. And the knowledge, habits and skills which he acquires in the home help to determine his capacity for dealing successfully with situations outside.[3]

Nash, a family recreation advocate, notes in *Philosophy of Recreation and Leisure*,

> An extensive study undertaken by Nash showed that seventy percent of recreational interests started in the home, and in forty-four percent of the instances the parents were the teachers. Relating to this, Nash states that it was found that sixty percent of our interests start below the age of ten and seventy percent below the age of twelve.[4]

Kraus in *Recreation Today* writes,

> . . . One of the most important needs in community recreation programs is for more effective and diversified family recreation activities. . . . a significant underlying cause of delinquency appears to be a lack of family cohesion and recreational interests shared by parents and children. Clearly,

The family -- in its many and varied forms -- is a viable entity in American society which can be strenthened through play, recreation, and leisure.

1. The greater the net reward realized from a recreation activity or set of activities in the past, the more frequently that activity or set of activities will be chosen from among alternatives in the future.
2. The more often a recreational activity or set of activities results in a high net reward, the more frequently the activity or set of activities will be engaged in.
3. The greater the expectations of the individual exceed the alternatives available for a particular recreational activity, the more frequently the activity will be engaged in.
4. Given voluntary behavior, the more frequently a recreational activity is engaged in, the more likely a point of diminishing returns will be met and net reward will decrease.
5. The greater the investments in a particular style of recreational activities, the narrower the range of alternatives available to an individual or group.
6. The more industrialized the society, the more regimented the time dimension of an individual's life.
7. The greater the rate of social change in other sectors of the society, the greater the likelihood of changes in attitudes and values toward work and leisure.
8. The greater the discretionary time and income in a society, the greater the recreational goods and services.
9. The higher the socioeconomic level of the family or orientation, the wider the range of recreational alternatives available to the members of the family.
10. The greater the opportunity to engage in a recreational activity or set of activities, the more likely that activity or set of activities will become a part of the individual's recreational choices.
11. The wider the range of recreational alternatives for parents, the more likely children will be socialized into a wide range of recreational activities.
12. The greater the number of nonfamily reference groups, the greater the possibility of socialization into a wide range of recreational activities.
13. The greater the family integration, the more likely a family will engage in recreational activities as a group.
14. The wider the range of common recreational activities engaged in by members of the family, the more frequent the consensual decisions about recreation.
15. The greater the communication in the family, the less the likelihood of accommodative recreation decisions.
16. The larger the family and the older the children, the less the likelihood of consensual decisions about recreation.
17. The more similar the social class backgrounds of the spouses, the more likely their recreational patterns will be family oriented.
18. The more frequent the consensual decisions regarding recreational choices, the greater the total family satisfaction from recreational activities.
19. A positive but unclear correlation exists between family recreation and marital satisfaction.
20. The more frequent the consensus in decisions regarding recreational choices, the more likely recreational activities will be engaged in as a family unit.

Abridged from "The Family and Recreation: Toward a Theoretical Development" by John E. Carlson, 1979. in Burr, W. R. et al (Ed.) *Contemporary Theories About the Family: Research Based Theories*, New York: Free Press.

> effective programs of family-centered recreation build ties of unity, understanding and warmth that are essential for both children and parents.

Citing Betcher, Kraus adds,

> . . . studies have explored the link between varied forms of play . . . and marital adaptation, it is becoming increasingly clear that leisure represents an important aspect of positive family living today.[5]

In *Leisure*, Kelly observes,

> For most people, leisure is, introduced in childhood family experiences . . . The family provides the first context of leisure learning, the primary socialization about leisure values, the companions for most leisure . . . and the location of most leisure . . . the family is the (primary) leisure consumption unit . . . leisure activity in the family may be parallel, convenient, relational or role-determined. (parenthesis added)[6]

Not in a textbook, but within the "Lifestyle" issue of *Leisure Today* just a decade ago, Dennis Orthner, a child development and family relations specialist, addressed the same issue. ". . . There is an increasing demand for the identification of the means by which leisure serves to integrate families."[7]

Orthner states, "Leisure is an important part in the lives of family members . . . (while) . . . families are not alike in their need for leisure." Traditional families tend not to require the large amounts of shared leisure that the companionate families do. Orthner summarizes,

> In reality, there exists a continuum from patiently defined traditional families with no joint leisure expectations to totally companionate families with practically all aspects of life jointly shared.[7]

Leisure expectations cannot be seen apart from *family expectations*. Hence no style is right or wrong, but expectations should match both leisure attitudes and family structure. Incongruent expectations lead to instability and the lack of family solidarity. For Orthner the biggest challenge for the family ". . . is whether families know how to develop their capacities for leisure and how to select those activities that contribute to their solidarity."[8]

Family Recreation Research

"Most of the studies on recreation can be criticized on several grounds . . . although these studies have shown that the family is the most frequent group engaging in recreational activities, few have focused specifically on the interrelationships between recreational activities and family behavior."[9] Carlson, a sociologist, has adequately depicted Family Recreation, as a very important professional development of the leisure services profession.

The figure provides an abridged compilation of Carlson's theoretical model presented to help predict recreational practices and give researchers greater structure through which to focus future research efforts. The model is abridged and placed in one figure to show elements and interrelationships. Carlson and his colleagues have provided a point of departure for family recreation research.

Many of the variables identified in the figure are incorporated in the study by Regheb who hypothesized that sharing leisure time with which the family was satisfied produced more cohesive families. His findings confirmed the latter part of the hypothesis. He measured four activity categories: outdoor, sports, social, and mass media and found that family participation in outdoor and sports activity increased cohesiveness. Regheb found that enhanced *quality* (i.e., satisfaction level) was increased through social and outdoor activities and not the *quantity* (time shared by family members).[10]

Sociologist Carisse graphically establishes a family typology of "family leisure styles" and labels them.

Togetherness:	where couples have the same leisure interests and do things together.
Similarity:	where couples have many interests in common, yet physical closeness is not the major factor.
Closeness:	physical closeness is highly valued but doing different things while together is considered normal.
Individuality:	where each values separate interests and each pursues them according to his/her own schedule.[11]

Pollster Yankelovich states, "Increasingly in recent years, our studies of the public show the giant plates of American culture shifting relentlessly beneath us . . . creating huge dislocations in our lives." He continues ". . . it is as if tens of millions of people had decided simultaneously to conduct risky experiments in living, using the only materials that lay at hand—their own lives." He concludes after 252 pages of poll results:

- The eighties are proving a rough decade.
- By the latter part of the eighties, the signs of healthy adaptation should begin to outweigh the signals of distress.
- Survey data showing that Americans are growing less self-absorbed and better prepared to take the first step toward an ethic of commitment, . . . though sparce, is fairly clear.
- . . . when peoples' experiments with variations on marriage and family slow down, as they will, we can *expect the idea of the family to revive* . . . and a return to more enduring and stable relationships between couples. (emphasis added)[12]

Issues such as family solidarity, unity, integration, and consensual agreement are central to both this issue of *Leisure Today* and the Carlson model. Both suggest a bonding and a cohesiveness contrasted by the pervasiveness of what Toffler in *The Third Wave* depicts as a demassified or a pluralistic/individualistic society.

- There is no longer a "traditional family"—less than 13 percent of our nation's families include a working father, stay-at-home mother and one or more children. Any single perception of what constitutes family—especially a strong family, is erroneous.
- The familial success triangle of strengthening a marriage, providing/protecting children, and seeking self-fulfillment was difficult in the Me Decade. What will happen in the 1980s? We are currently disoriented.
- This spring AAHPERD Past President, Wayne Osness, made the following observation about family involvement and support within our profession: . . . I've observed certain trends. The following (is) a result of a tight economy. . . . *Parental involvement* in programs with strong fitness components is increasing. Aware of and often involved in fitness programs at clubs and spas, parents appear willing to pay—through taxation and vocal support—for comparable benefits for their children in schools. . . *More programs tend to be family-oriented*, and that makes "selling" facilities to the public easier. . . (emphasis added)[13]
- Yankelovich gives hope. "In 1970, 96 percent of all Americans declared themselves dedicated to the ideal of two people sharing a life and a home together. In 1980, this number was precisely the same—a virtually universal 96 percent . . . the ideal of the couple . . . has persisted undiminished in its appeal . . . the stable 96 percent statistic suggests that when people's experiments with variation on marriage and family slow down . . . we can expect the idea of the family to revive . . . and return to a more enduring and stable relationship . . ."
- An equally respected pollster, George Gallup, Jr. said, ". . . The reality of family life in America is . . . reassuring. Certainly there are problems, but a closer examination of the fabric of American life shows a surprising resiliance born of traditional values . . . Americans place far more emphasis on a good family life than having a high income, material possessions or social recognition . . . (further) results showed a ringing endorsement of the importance of family in the value system of American life."[14]
- In *The U.S. News and World Report* special section, *The American Family: Bent But Not Broken* (June 16, 1980) Greer Litton Fox, a family researcher, reflected on the lack of family cohesion in the '70s, a product of the celebration of the individual. He warned ". . . If society continues to encourage parents and kids to live out their own lives, we're going to start seeing some dire results." What is needed, many experts reportedly agree, is greater openness. "Close ties don't just come by definition. Families have to work toward these relationships. Spending time together—a family night, for example—is the best method of strengthening these ties, experts suggest."[15]
- Families need to establish life patterns early that reinforce togetherness. Countless suggestions abound; the most recent/contemporary finding was that of Joe Giacquinta of New York University whose study revealed that "Families with home computers spend more time together, watch less television, . . . the children do more homework . . . families appreciate each other more . . . they're having fun." Other activities increase family appreciation. Holidays and special day celebrations and traditions are important. As one person put it, "If our family doesn't have a purpose to celebrate, we invent one." The development of a positive, loving and comfortable atmosphere at home, no matter what the material assets, centers on rituals such as family meals with conversation, or the kitchen table as a location for craft activities, puzzles or games. A family room with space for games, pool, or table tennis, piano, decks for lounging, or a hot tub creates settings which encourage family concentration and prolonged interaction—"places and events which are memory builders."
- In a *U.S. News and World Report* special feature on families, Lee Salk, past president of the American Psychological Association and Cornell University professor, asserts that family members do not talk and listen to each other as much as they used to and that the "do your own thing" trend has interfered with people developing close and trusting family relationships. But he says, "People are struggling to get back together again . . . they want to share; they want physical closeness. This leads me to believe that the traditional family will make a comeback."[17]

Americans are between eras, in an uncertain but yeasty time, filled with opportunity. The traditional elements are gone or are vanishing. Yet, the family—in its many and varied forms—is still a viable entity in American society which can be strengthened through play, recreation, and leisure.

Strengthening families through leisure has many concomitant benefits. Family and fun come first; modeling of early experience is powerful; people are joy seeking; the family is the basic leisure consumption unit; and overall satisfaction in marriage can often be attributed to many variables related to leisure. Perhaps the overriding observation is that the family unit is adaptable and will flourish.

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Values Programming in Family Recreation

Kevin Hart

Since the early 1960s, educators and practitioners in recreation, education, and the social sciences have steadily refined the idea of values-related activity. Values activities involve participants in recreational or gaming actions, that teach or reinforce selected social values or skills. Values activities can include various activity categories from high risk/high adventure activity to initiative games, playground programs, or even games that teach religious values.

Assimilation levels are high with values related activities because the participants are actively involved with the concepts taught instead of merely watching and/or listening. The activities produce a high level of involvement and group interaction which by design reinforces social and ethical values.[1] Widely diversified, fun and flexible activities can be developed for working with nearly any population or set of values.

Most values related activity has been with juvenile offender rehabilitation programs, outdoor leadership trainings, and physical education curricula. Values activities have served these programs well, but when participants leave and return to their normal surroundings, they may not have anyone who shared their experience, and therefore, no one to reinforce or to support the new values. Program benefits can fade quickly in such a situation. Values activities can find more productive application in family recreation because of the family's stability.

Many agencies now sponsor values, adventure, and initiative programs, but we have yet to incorporate such activities into family-oriented recreation on a broad basis. As we strive steadily to increase the benefits found in our family recreation programs, we should consider the benefits values activities can afford. By so doing, we can have a greater impact as professionals on the quality of life our patron families lead. Not only can the activities positively affect an individual family member, but the effect is reinforced by the synergy of the family unit. The social values and skills these activities address are additional benefits to those provided by conventional programs. A recent study conducted by the author found that a selected set of five values activities were more effective than conventional activities in meeting the objectives of an established and respected family camp program.[2] Four of those five activities have since been adopted as part of the camp's program.

The Research Project

The study was undertaken at Aspen Grove Family Camp, sponsored by the Alumni Association of Brigham Young University. The camp's original program was much like that of other family camps with an age-group programming structure. To improve the camp program, five value activities were compared with five conventional program activities in their abilities to meet five of the camp's principal objectives. All families attending the 1981 season were invited to participate. A cluster sample of 150 participants

An electric connection which stays plugged in is the reason why values programming works in family recreation. Call it synergy. And stability.

completed a questionnaire to rate the activities. Mean scores were calculated to compare how well the ten activities met the objectives of the camp.

Conventional Activities

- *Opening Show*—a variety show put on by the camp staff.
- *Family Talent Show*—families prepare and perform special acts.
- *Huck Finn Derby*—families join in aquatics contests.
- *Old Fashioned Family Outing*—field games, contests and races.
- *Closing Staff Show*—a religiously oriented play put on by the staff.

Values Activities

- *Rappelling*—descent of a 60 foot cliff. Fathers were instructed and descended, then they instructed and coached their families under the supervision of a staff person.
- *Minefield*—solving a hypothetical problem by cooperating.
- *Blind Scavenger Hunt*—participants are asked to find three items while blindfolded. A discussion of the experience followed.
- *New Games*—philosophy and selected games from the *New Games* book.
- *Family Home Evening*—a special activity centered on esteem for self and others.

All activities were selected because they included the whole family and were not conducted according to gender or age group. They were compared on how well they met the objectives of (1) family unity, (2) spiritual growth, (3) meeting new friends, (4) self-respect, and (5) fun.

The Value in Values

Data analysis showed that the ratings given to the five selected values activities consistently averaged higher than those given to the selected conventional program activities. Rated on a scale of one to four points, the conventional program activities all averaged less than a rating of 3.2, while the values activities all averaged over 3.2. Although no significant differences were found at the .05 level, values activities consistently met the objectives better than conventional offerings.

The most highly rated activity, rappelling, is one that most agencies put last on their list because of the perceived risk and the supposition that many children in a family would be unable to master the skills necessary to participate. The experience we had was that even in risk-oriented values activities, a little creative adaptation solved all problems encountered. For instance, we simply graduated the descent routes at the rappel site and used a much shorter (8 foot vertical drop) wall for the children to start on.

Although not readily measurable, the five camp objectives were perceived to increase. Increased family unity, self respect and confidence, increased willingness to play together, and spiritual growth were all observed as general tendencies. I had to ask, "Isn't this a real step toward that sometimes hazy concept of *wellness* that we pursue as practitioners?" The term *wellness* has remained nebulous, but the benefits of programming with values activities are clear.

Actually I am glad we have our senses to aid the analytical process. If wellness is abstract, then we have to rely on something besides scientific process to measure a program—the smiles and hugs that accompany a little girl reaching her daddy at the bottom of a rappel route or the big brother putting his arm around a little brother's shoulder to express appreciation and admiration of a job well done. One father confided that one activity was the key he needed to reach his son. Frequently, these moments reveal a convincing human element.

Programming for Values

Practitioners involved in family programming face an awkward situation when they try to program for the many age levels and diverse interests of family groups. Even more difficult is making the program affordable and convenient. Households with children at home typically have the least discretionary income and the most hectic schedules. Fortunately the costs and time involved in most values programs can be kept comparatively small, while the synergy, learning, and fun make the experience well-received by nearly all family members. A single activity can attract a broad range of recreational tastes if fun, interaction, and growth are present.

An agency's current programs need not be disrupted to implement values activities other than appropriating time for them. Different social, ethnic, religious, and economic backgrounds don't greatly alter the basic values of family unity, communication, self-esteem, and cooperative effort. So the first step, deciding which values are appropriate, is solved. If your agency is religiously affiliated, you may want to progressively add activities that reflect specific values espoused by your faith.

To organize a values program that will boost current programs (1) build an activity, (2) put together trained staff, (3) test the activities selected, (4) solve problems creatively, and (5) evaluate your program.

Organizing the Program

1. *Activity Package*. Build an activity package of three or four activities that appeal to the fun side of human nature and foster a high level of involvement. *New Games* are first on my list for nearly any patron group.[3, 4] Playing together paves the way for enjoyable and meaningful recreation as a family.

After laying the foundation, initiative games such as "All Aboard," "Punctured Drum," and the "Amazon" are fun and graphically teach the art of cooperation and family unity.[5] Family communication also improves if you require silence or limit the time they communicate to plan their solution to the problem.

Values activities can positively affect the family, the locus from which socity takes its aim on the future.

To improve the self-esteem of family members, high adventure/high-risk recreation seems to be the most productive. Ropes courses, climbing walls, and rappelling are very effective choices that continue to build family cohesiveness, especially if one trained family member can instruct the others under staff supervision.[5, 6] Although equipment for risk-oriented activities will be the most expensive, the program is rewarded with visible benefits.

2. *Staff Selection*. In most cases, a few inservice training sessions will give your present staff the skills they need to begin. Only in exceptional cases will you want to hire someone specific to lead these programs. Some good sources for trained staff and staff training are: Outward Bound, Northwest Outdoor Leadership School, and universities that provide training and experience as part of their curriculum. Most of these agencies would be available as a resource in training your staff or recruiting new staff members with good backgrounds.[7] Research will tell you whether a particular agency provides the level of training you desire.

3. *Test the Activities*. Start your program with excitement but keep it simple so as not to overextend the agency's capacity to provide quality service on other fronts. Walk through your activities to be sure your program will run smoothly. Set up the pilot package of activities so that participants go through them as a series. If a family sees the activities in a short time span, one experience tends to reinforce another, and the overall effect is increased.[8]

4. *Be creative*. Play *with* the activity as well as *in* it. Change the rules, change the play area, or change the objects you use. Try an activity several ways before you decide the form you will use and then, leave it open to variation and interpretation.

Creatively solve problems. If you have a family member who is limited by age or physical or mental capacity, consider changing a factor to accommodate the limitation. Graduating the routes on a rappell can open up a great experience for a youngster. Prudence would not advocate that all high-risk recreation is available to all potential participants, but isn't it better as practitioners to be possibility-minded rather than limited to tradition?[9]

5. *Evaluate the Program*. Continually assess the program in terms of family benefit, ease in administration, safety, and cost efficiency. Be sure participants and staff have a chance to voice their feelings and observations—good and bad. Evaluation keeps the program fresh, keeps your family members safer and happier, and gives those who guide the agency a chance to review your efforts.

Having covered some basics, two pertinent observations deserve attention. First, propriety, safety, and insurance with risk-oriented activities are legitimate concerns and should be addressed, not side-stepped.[10, 11] If careful attention to technique and equipment ensures safety, then the benefits seen as the program proves itself under a capable staff should satisfy everyone that the activities are both safe and appropriately offered.

Second, a values-oriented program that uses games as a tool starts easily in a camp or seasonal situation where many people can rotate through a program. In that situation, you have a limited effect on a great number of families because they have a limited time with you. But you need only a few new activities each program season and it is easier to assemble and perfect more activities for future program.

In municipal recreation where patrons can repeat a program, the agency must regulate access to the program or develop an inexhaustible number of activities. As one game is used repeatedly, it becomes familiar and the benefits wane. With creative minds and theme variations, a file could be developed, but the time to test and perfect the games and train the staff isn't usually available in fledging programs.

Values activities will not replace conventional programs and activities; rather, they add to our effectiveness as professionals. Values activities address areas that conventional programming cannot attend to as well.[2] Values activities can positively affect the family, the locus from which society takes its aim on the future.

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Illustrations courtesy of Canadian Parks and Recreation Association

Together is Better

A Nation Rediscovers the Family

Jack A. Harper and Mark S. Searle

Canada's national family recreation program, *Together is Better*, was created by the Canadian Parks and Recreation Association (CPRA) to provide exciting and appealing family leisure participation in the 1980s. The CPRA program was developed to deal with social and demographic changes that occurred during the past decade.

Reporting on social change, Couchman, Mirabelli and Tyler identified the effects on the family of the 1970s, the ME DECADE; they noted that the focus on the individual detracted from interest in recreation experiences for the whole family.[1-3]

Just as social trends were changing, so too were the demographics of the country. The composition of Canadian society had changed dramatically with more people over 55 and proportionately fewer under 25 years. People are living longer and living in different familial arrangements. Figures released in the 1981 Canadian census (Statistics Canada, 1982) revealed that the average family size had dropped from 3.9 persons in 1961 to 3.3 persons in 1981.[4] As Schlesinger reported, the family of the 1980s was considerably different than that of the 1960s.[5] The husband, wife and two children were no longer the dominant characterization of the Canadian household. Rather, single parent families, families without children and two person families were becoming more prevalent. In fact, Statistics Canada reported that by 1981, two person families comprised 38% of all families.[4] The traditional nuclear family simply did not exist as the predominant form in the beginning of this decade.

Social and demographic changes created frustration for recreation programmers because they were providing activities based on an outdated interpretation of the family. Orthner described the family recreation participation patterns in three ways.[6] (1) Individual activity, the predominant program offered through the recreation system. (2) Parallel participation that involved individual activities done in a group setting, such as listening to music, star gazing, bird watching, or attending a concert. (3) Joint activities that required a higher degree of interaction and could represent family activity in its truest sense. A family picnic may be the best example of a joint activity. Although individual and parallel activities are essential, joint family activities were most often lacking yet had the potential to generate family interaction as they reduced the impact of age, sex, and ability barriers. In many ways joint participation was reflected in the popular "New Games" concept based on the popular activities found at the family picnic.

If joint family recreation was to be an integral part of program services across Canada, *Together is Better* had to fulfill five fundamental objectives.

As a result, *Together is Better* was designed to:

- communicate information about ideas and approaches to family recreation
- educate leisure service professionals about the need to provide opportunities for family participation
- motivate leisure service providers to design appropriate family opportunities
- facilitate local family recreation opportunities
- provide Canadians with an opportunity to rediscover the meaning and significance of the family through recreation.

The Process—Together Is Better

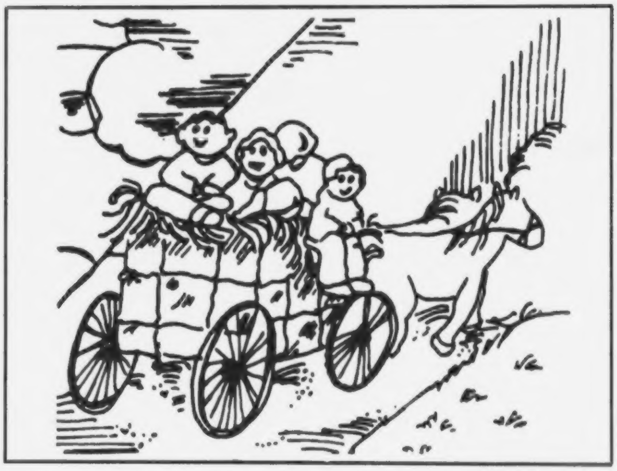
To be effective, a national leisure awareness campaign combined the efforts and resources of the Canadian Parks and Recreation Association, corporate community leaders, and local leisure service providers. At the outset, a three-phase campaign outlined a strategy to incorporate these partners in the process and identified the influences the program would have on individuals and their families.

Phase I—Raise Awareness. The first task in Phase I was to develop a contemporary definition of family in keeping with social changes and new family structures. Canadian Parks and Recreation Association described the new family:

> For us, the family idea means not only kin but kinship. Not only distant cousins but also close friends, neighbours, the special people in your life. In fact, everyone who feels like family.[7]

Next, professionals in leisure services needed to understand this new definition and the program's implications. Beginning in 1979, education directed at professionals was initiated to raise their awareness of *Together is Better*. The education process included a nationwide seminar series, a special issue of Recreation Canada, keynote sessions at National and Provincial conferences, and the development and distribution of colorful posters and information kits for recreation agencies across the country.

Phase II—Introduce Exploration Together. During 1981–82, Phase II concentrated on introducing ways to encourage public involvement in *Together is Better*. Information kits on kite making, backyard camping, hiking, and tracing family trees were produced and distributed. A major marketing campaign gave the overall program a central focus and created a higher level of visibility. Television promotions and newspaper and magazine articles as well as an original theme song for radio urged nationwide participation. Local agencies distributed resource material at shopping malls and publicized information on local happenings, available resources, and special projects planned for the area. While the national campaign promoted activities such as "garden together," local agencies offered visits to a greenhouse or sessions on tree pruning, announced new collective garden plots or involved families in the care of a park garden. While the national program encouraged people to "play together," Local agencies sponsored new games workshops, organized a games exchange, promoted a family swim, or hosted a family ski clinic. While nationally the message was to "create together," locally there were art exhibits, drama festivals, and family talent contests. While the national campaign encouraged people to "discover together," local agencies planned street festivals, block parties and walking tours of historical areas. Because of the resource material and local programs families began to develop their own ways to celebrate recreation.

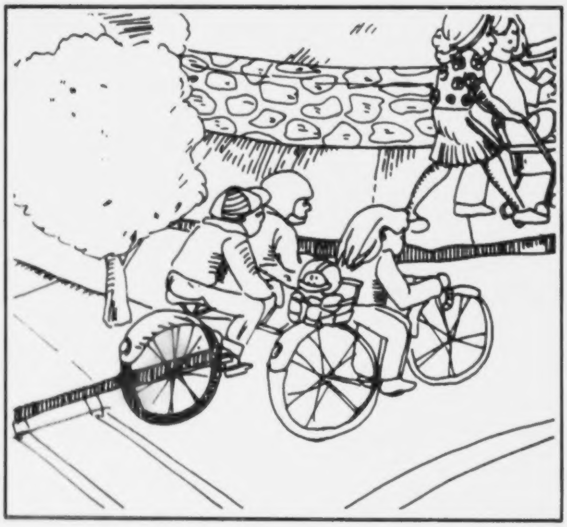


Phase III—Reinforces Together Is Better. To reinforce the concepts of *Together is Better*, a demonstration project called Fitnic (Fitnic is a registered trademark of the Canadian Parks and Recreation Association.) was created. A Fitnic, a special one day festival celebrating fun, food, fitness, and family, occurred for the first time in May 1982 in conjunction with National Physical Activity Week in Canada. Fitnic's objective was to encourage family activity and provide an opportunity for local program development. The program specifics were left to the individuals, agencies, school divisions, and communities that organized Fitnics. Communities' events included pancake breakfasts, barbecue picnics, canoe races and jazzercise, new games and family contests, nature walks and scavenger hunts, art and photo contests, and even a greased pig contest!

The response was overwhelming as local recreation departments, churches, schools, and other community organizations in hundreds of communities staged Fitnics in a variety of settings such as childrens' hospital wards, schoolyards, local parks and even as a major celebration on the grounds of Canada's National Capitol. Fitnics, in 1982, held in over 325 communities, attracted nearly 250,000 participants. A marketing analysis of *Together is Better* revealed a potential promotional reach of over nine million Canadians.

Each Fitnic sponsor received a package of material that contained posters, buttons, decals, T-shirt transfers, and a guidebook on the organization of a Fitnic festival. Nationally, an art and photo contest was held which encouraged participants to submit pictures and art work interpreting their

Ensemble c'est mieux



Together ●●●●●●● is better

Fitnic experience. The program met with such an enthusiastic response that Fitnics are planned for 1984 and will probably become an annual event.

Administration

To develop *Together is Better*, a voluntary advisory board was appointed with representatives from social service agencies (such as the Vanier Institute of the Family), leisure services agencies, the corporate community, and the marketing field. The board's role was to advise the Canadian Parks and Recreation Association national office on program administration, fund-raising strategy, and marketing approaches.

The program received a favorable response from all areas of the human services field. Many allied agencies have adopted *Together is Better* as the theme for their own programs. One city appointed a city council standing committee on family recreation and in other cases, committees are using *Together is Better* as the focus for their entire marketing program throughout the year.

To date, all funding required to create the concept and develop the marketing material has come by way of federal government grants through Health and Welfare Canada and Fitness and Amateur Sport Canada. In the future, the program will rely heavily on corporate support. During the ambitious promotion campaign that uses a promotional film and information kits, *Together is Better* has received an enthusiastic reception from potential corporate sponsors.

The Future

To date, the impact of *Together is Better* has left little doubt that the program was timely and greatly needed. While much has been accomplished, plans have been made to expand the program's scope and impact through a variety of marketing strategies; new and creative ways to communicate and interpret the program have been developed. *Together is Better's* success demonstrates that a national association, working cooperatively with its members and affiliates, can accomplish shared goals and commitments. Together they can have an impact on the attitudes and behavior of individual consumers provided that local agencies are "partners" in the process.

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Family Vacation College

A Unique Family Leisure Learning Experience

Christopher R. Edginton and Edward C. Cannon, Jr.

For Millie Schmidt and her granddaughter, Colleen, it was a vacation combining leisure and educational pursuits. Colleen was involved in swimming, music, discovery walks, crafts and other activities. Millie pursued her interest in upgrading her classroom skills by attending sessions on education for the gifted and by participating in a wide variety of recreation ventures, including a whitewater rafting trip, a theater performance, an evening of dining, and a stimulating exercise program. After attending the University of Oregon's Family Vacation College in Eugene, Millie said, "For my granddaughter, Colleen, and me it was a spectacular experience. We will attend again."

Summer vacations, for most Americans, are spent with family. The vacation provides an opportunity for the family to be together sharing a common leisure experience. Many families travel together, discover new sights, engage in new activities, meet new people, socialize with family members in new ways, and reaffirm family bonds. Many American families seek intellectually stimulating experiences during their summer leisure time together. This article discusses learning and leisure vacation colleges, and presents a case study of the University of Oregon's Family Vacation College.

Learning and Leisure

For many, leisure environments provide the best opportunity for learning. The leisure experience often occurs in a socially supportive climate, is meaningful to the individual, and involves voluntary, noncoercive participation.[1] These elements are all catalysts for learning. Learning, like leisure, is a natural process; one complements the other.

Learning can be thought of as a relatively permanent change in behavior as a result of experience.[2] Many Americans think of leisure as free or discretionary time that provides the opportunity to acquire experience related to new skills, new environments, new knowledge, and new sensory input. As a medium, leisure can provide the optimum environment for learning. Individuals participate in leisure activities because of a strong personal need, and not because they are compelled. The latter factor, perceived freedom, results in strong motivation on the individual's part and enhances the learning process.

When the entire family is involved so that leisure learning experiences are available, not mandatory, we have a *family leisure learning experience*. Family leisure learning experiences occur in many settings: family camps, working farms and ranches, and programs operated by colleges and universities. The leisure learning programs provide excellent opportunities for individuals who want to stretch and grow intellectually while they relax and enjoy their vacation experience.

Vacation Colleges

Most vacation college programs operated by colleges and universities today are descendants of the Danish Folk School initiated in 1832 by Bishop N.F.S. Grundtvig. Grundtvig wanted to develop a school that would bring students "enlightenment for life."[3] He conceptualized a curriculum of social education that would consist of history, literature, leisure, natural sciences, and music.

In 1850 Christian Kold initiated a Danish Folk School residential five-month winter program as well as a three-month summer program.[4] The purpose of a residential school was to intermesh living and learning; students and teachers lived, studied, and ate together. Learning and discussion were seen as part of the total life experience of individuals. Danish Folk School curriculums emphasized the study of cultural, social, and political issues, did not require examinations or entrance criteria, and gave no grades or credits. The students participated voluntarily so the Danish Folk School had the characteristics of a leisure, learning experience.

In the United States, vacation colleges trace their beginnings to Josiah Holbrook's American lyceum movement and the Chautauqua movement.[5] The lyceum provided a base for diverse educational activities that still influence the American educational scene, for example, speaker's bureaus, correspondence schools, and extension programs trace their roots to the lyceum concept.

The Chautauqua movement, was initiated by John H. Vincent and Lewis Miller, provided instruction to Sunday school teachers during the summer months. After the first program at Chautauqua Lake, New York, in 1874, the curriculum expanded dramatically and included the study of languages, theology, reading, music, fine arts and physical education. The correspondence program influenced the adult education movement in this country and another spin-off, the Tent Chautauquas, presented lectures, recitals, and other forms of education and entertainment throughout the country.

The Chautauqua movement gave rise to other adult educational programs, including programs for university alumni.[8] The first adult education program formulated for alumni constituency was established at Amherst College in 1919.

Alumni programs provide educational opportunities for alumni, friends, and family, focus on leisure activities, or combine both functions.

Family Vacation College: A Case Study

Founded in 1977 by Effie Fairchild, Family Vacation College provides a program designed to serve the leisure and learning needs of entire families. Family Vacation College has been featured nationally for its creativity and innovation in many regional and national magazines.[8,9] Designed primarily to extend the University of Oregon's services to the public, Family Vacation College remains unique because students majoring in leisure studies and services at the University organize and operate the college.

Family Vacation College enables the family to enjoy diverse recreation and cultural activities while adult participants pursue academic studies. Families within the program are bonded into one large, extended family through family programs that encourage active participation and interaction between family members attending the program. Family programs that we have found successful include tours, singalongs, campfire skits and activities, family games, family picnics, and high risk, high adventure family programs such as whitewater rafting.

A key in the successful organization and implementation of Family Vacation College has been the involvement of University students in its operation. A university professor, the general administrator of the program, teaches a class entitled "Leadership and Programming" and supervises a practicum in "Family Vacation College." Under the professor's direction, students develop and implement program offerings for adults, children, and youth; they register participants, arrange for transportation, and organize special events. Finally, students serve as hosts to each family, and participate in special events, such as the annual staff follies.

Family Vacation College provides students with a unique opportunity to work with an entire family in diverse settings over an extended period. In preparation for the actual implementation of Family Vacation College, students are taught to (1) be reliable, (2) emphasize service to the consumer (we treat them as *guests*), (3) pay attention to detail, and (4) provide high quality programs. Students must remember that participants *pay* for Family Vacation College.

Family Vacation College provides its adult participants with an academic program that features both lectures and discussion groups. Topics presented have included "Computer: Extension of the Human Mind"; "Education for the Gifted: Patterns for the Future"; "The Brain"; and "Socialization of the Child." Speakers have included such notables as anthropologist Ashley Montague and psychologist David Elkind. The academic objectives are (1) to engage each participant in a challenging intellectual experience; (2) to create an atmosphere conducive to a free exchange of ideas and a close association with the staff and other participants; (3) to help keep people up to date in developments in an age of rapid social and technological developments; and (4) to provide an opportunity for participants to have fun and relax while learning.

Each year's program contains a series of trips and social events, as well as self-improvement programs. For example, adults have toured wineries, museums, gardens, laboratories, and antique shops. In addition, adults have attended theater performances, picked berries, biked, traveled to the coast, fished, viewed geological points of interest, and dined at ethnic restaurants. Finally, an early morning exercise program provides two options: a strenuous exercise program featuring weight lifting, aerobics, jogging, yoga and biking or a less strenuous program featuring walks to points of interest. Although programs are optional, we have found that all adults *choose* to participate in nearly all the recreational activities offered.

While adults attend academic programs, the children, divided by age, participate in separate activities. The Kollege Kamper I program, for children six months to four years old, is essentially a day care service and has included crafts, kinder gym, story time, zoo trips, and trips to feed the ducks. The Kollege Kamper II program, for children in the middle age group, includes sports, games, crafts, swimming, hiking, and outdoor adventure. For teens, a highly successful program, develops leadership skills, self-confidence, and social awareness. Teens solve problems, organize special events, trips, initiative tasks, and experiences that express their creativity. Teens have the option of participating in adult programs and can serve as Junior Counselors and are involved in high-adventure, high-risk activities, overnights, and drop-in programs.

Lessons of Family Vacation College

Lessons learned from Family Vacation College can be applied in diverse settings: (1) families enjoy vacationing together, (2) programs with free choice that combine learning and leisure have great appeal. Evidence of the carryover value of Family Vacation College is found in the comments of one child when she got home, "Don't fold paper that way. Fold it like Doug showed me at camp." (3) Participants in Family Vacation College become friends and the friendships often extend beyond participation in the program. (4) People enjoy each other; participants as young as six months and as old as 93 have all enjoyed the interaction. Today, many families are isolated from relatives. Family Vacation College provides an extended family experience. Perhaps public, private, and commercial recreation and leisure service organizations could offer leisure programs for families that foster the development of extended family networks like those at Family Vacation College.

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To increase communication, each family member should plan an activity with every other family member, as a twosome.

The Family as Leisure Counselors

Patsy B. Edwards

For many years the average, loving mother knew instinctively how to answer "What'll we do now, Mommy?" when leisure time posed a problem for her family. Fortunately today, when 45 percent of the mothers in the nation are apt to be away at work having their own time-use problems, communication technology and the understanding of human behavior have made a tremendous leap forward.[1] These advances make it possible for additional family members either to answer that age-old question or to eliminate the necessity of asking it altogether.

An average family can use appropriate modern technical and scientific advances to do its own leisure planning and to reap maximum pleasure from its off-work hours. Many of these methods have been used successfully in psychological and vocational counseling, but they are not likely to be household words unless some family member has been exposed to them outside the home. The methods and the materials chosen help family members to think constructively about how they spend their leisure time and whether or not they wish to change their leisure lifestyles.

The following composite statements reflect current thought and research about the family, leisure, and work. These statements support leisure counseling at home and illustrate (1) why leisure counseling is becoming important in family development and (2) why it is of growing interest to recreation and leisure service professionals. The statements also reflect the author's experience in leisure counseling since 1968.

- Family leisure as a topic of interest is gaining more respect and attention than ever before from professionals in counseling, recreation, and psychology.
- The American worker's leisure time has increased in the past 20 years as work-time has decreased. Most workers prefer spending additional leisure time with the family.
- Leisure plays a part in individual and family development and wellness from birth to death. It expands individuals' horizons into areas they might not otherwise experience.
- Mutual leisure planning within a family increases communication and understanding. Good feelings and cooperation created during family play activities can carry over into regular family life and enhance interaction about chores and problems.
- *Leisure* is characterized by freedom of choice, unobligated time, personal enjoyment, and no remuneration.[2] Work and leisure should be examined together for the most satisfactory life planning, then needs and desires not fulfilled at work can be fulfilled during leisure. Leisure activities can train the individual for work activities.
- The number of family members, their health, age, income, amount of working and leisure time, place of residence, environment, and transportation affect family leisure needs, attitudes, and choices.
- Children acquire suitable or unsuitable leisure attitudes, behavior, and skills by watching other family members at play and by taking part. Good leisure planning at home prevents overscheduling the childrens' leisure time so they can still create their own interests and develop their imaginations and prevents the misuse of leisure time.
- The misuse of leisure time is the result of choosing a harmful activity (antisocial, suicidal, or illegal).[3,4] Leisure guides can propose alternate activities by analyzing the kinds of pleasure a person receives from the harmful activity (escape, attention, acceptance) and then looking for more acceptable activities that can supply similar pleasure.[5] The same process can help discover practical alternatives for persons who can no longer follow their favorite activities because of increasing age, decreasing income, or a recent handicap.

Leisure Counseling at Home

1. Get the family's attention. Whoever brings the idea of leisure planning to the family will probably know how best to gain everyone's attention. Some families get together regularly (at meals, in the car) or will respond to a call for a meeting, so the idea can be presented to all of them at once. Other families are less scheduled, so each member must be approached separately. Although 100 percent family participation is ideal, a few interested, cooperative members can start the process.

2. Stimulate the family's interest. The person presenting the idea probably also knows the most successful way to interest family members. They might respond best to an enthusiastic approach, or to a low key approach, or to a challenge—"The Joneses have been doing it for a month!." The presenter could take direct action, first organizing a new leisure activity for the family, and then encouraging everyone to say why they did or did not like it. They then might discuss what each wants from leisure, and what each likes to do and why.

3. Decide about togetherness. Brightbill said that people spending large amounts of leisure time together may fight.[6] A good rule is for the family members to play together some of the time, to play alone some of the time, and to play with people outside the family some of the time. Every member should plan an activity with every other member as a twosome to increase communication. Each person should be encouraged to state a preference on the amount of family togetherness, and compromises and concessions can be made that increase communication.

4. Decide what form of leisure counseling is best. Every member should have a say in what method of leisure planning the family adopts. Each family will vary. The methods and materials described in the remainder of this article can be used individually or in combination, but encourage each member to suggest other planning processes.

Methods, Materials, and Resources

1. One-to-one and group discussion. The object of any discussion is to exchange ideas. A leader should be chosen to monitor equal participation and to introduce topics to the family group. A good beginning is for each person to speak in turn about a leisure topic. One opening question could ask: "Are you happy with how you spend your leisure time?" Large families can break up into groups of two or three for further discussion. In families too diversified in time and interest or too disorganized to gather for a group meeting, a leader can ask questions and discuss answers with each member one at a time.

2. Oral and written tests and exercises. All leisure tests, questionnaires, and exercises have the same two objectives—to help people focus on their own feelings about leisure and their leisure activities by bringing out their leisure needs, attitudes, expectations, and interests. Such information clarifies people's leisure life and may motivate them to improve leisure quality if they are dissatisfied.

A family can use both outside and self-made tests for their leisure planning. Some outside sources of tests are Constructive Leisure, Los Angeles, CA for *CL Activity Surveys 1 & 2* and *CL Questionnaire*; Consulting Psychologists Press, Palo Alto, CA for *Leisure Activities Blank and Manual*; University of Oregon, Eugene, OR Division of Developmental Studies and Services for *Leisure Interview Schedule*; Leisure Lifestyle Consultants, Eugene, OR for *Leisure Well-Being Inventory*; Milwaukee Public Schools, Adult Education, for *Mirenda Leisure Interest Finder*; Career Research & Testing, San Jose, CA for *Retirement Activities Kit*.[7,8]

Family members can make up their own questions and exercises to suit their ages and interests. Young children, particularly, might be asked "What do you like to do and who do you like to do it with?" Older children and adults might each select three or four leisure activities that please them. Then they examine each activity: "Was it done inside or outside, alone or with others, day or night, summer or winter?" "Was I mentally or physically active?" "What was I wearing?" "How did I feel?" If the favorite activities are too similar, perhaps the family may wish to get more variety into their leisure lives.

3. Time management. Most persons are not sure where all their time goes and can benefit from a time study. To do this a person takes a few minutes every night for two weeks to write down a brief, sequential list of the day's activities. At the end of two weeks, the person knows where the time went. To make the study apply to leisure time, the person then crosses out all the activities that appear necessary to maintain oneself and one's dependents (schoolwork is necessary). The remaining activities are leisure activities, and the person should decide which to continue and which to drop and whether some maintenance activities can be adjusted to make more leisure time available.

4. Decision-making. This process can be used on a problem as simple as choosing a movie or as complicated as choosing a vacation.

1. State the purpose of making a leisure activity decision. What should it accomplish?
2. List a number of ways to accomplish that purpose.
3. Obtain the information applicable for each option (cost, equipment, time, transportation, people involved, environment, others' experience and opinion, etc.).
4. Eliminate options that are impractical or no longer desired after the above information is obtained.
5. Assign priorities to the remaining options.
6. List the steps to be taken to turn each option into action.
7. Start the first option.

5. Games/Card Sorts. A leisure "card sort" is a series of pictures mounted on cards that represent certain leisure interests. Family members can make their own by cutting such pictures from magazines or newspapers. Pictures should represent a variety of leisure activities—sports, music, handicrafts, volunteer work, education, etc. Family members shuffle through the cards and stack them with their favorite activity at the top. Card sorts stimulate discussion because people compare activities and select favorites. A new commercial sort, Leisurescope, can be obtained from Leisure Dynamics of Colorado Springs, CO. It is a combination game and self-scoring test.

Many games associated with hobbies can be found in the Educational Games section of stores, libraries, and museums. The Animal Town Game Co. of Santa Barbara, CA lists many of them in their catalogue. Models and kits also supply entertainment in themselves while the subject matter opens a broader horizon of leisure experience. A board game, The Leisure Game or L.E.A.R.N. (Leisure Education Assessment of Recreation Needs), has been developed to help people look at what they can do with their leisure time. It is similar to other board and dice games, but with a leisure theme for penalties—"Go to boredom!." Inquiries about it could be sent to Recreation Service, Veteran's Administration Medical Center, Kansas City, MO.

6. Home Computers and Databases. The increasing scope of leisure pleasure by home computer can be seen daily in the computer software stores. There are computerized versions of standard games, new space-concept and hand-eye coordination games, creative thinking programs, and hobby/educational programs. Examples of the latter are listed in a catalogue issued by Opportunities for Learning, Chatsworth, CA.

Home computers that have a modem attachment to a telephone give a family access to data bases, giant computerized libraries around the country that can dispense a wide variety of information on almost every subject. Local databases give information on vacation spots, restaurants, shows, and stores. Modems allow people to "talk" via their screens to other people a great distance away. Big names in the consumer-oriented database field are CompuServe, The Source, DIALOG, and BRS. Software programs prepared exclusively for leisure counseling and planning are in the process of development and will soon be on the market.

7. Television and Videocassettes. A family can experience a wide variety of leisure activities via a TV screen without ever leaving home. Besides the regular station fare, courses in leisure interests such as sewing, gourmet cooking, psychology, oil painting, French, and auto mechanics are given on cable and public broadcasting. Many other subjects not appearing on the stations may be found on videocassettes that can be run on the family television set. These programs can broaden the leisure knowledge of family members by giving information on the activities they could pursue before they invest time and money in them.

8. Leisure and Counseling Information Resources. Most people are not aware of the amount of leisure information and activities available in their community. Local radio, newspapers, and magazines run regular listings of community entertainment events and classes. Other sources of information are libraries, parks, schools, markets, telephone classified, volunteer bureaus, bookstores, newsstands, government centers, chambers of commerce, and visitors bureaus. Family members wondering what activity to start and how to start it need only to keep their eyes and ears open to the leisure information outlets clamoring for their attention.

Family members may meet counselors versed in leisure in a number of settings. The use and abuse of leisure time is often a subject for consideration in physical and mental health clinics, recreation programs, marriage, family, and child counseling offices, preretirement courses, school counseling and career guidance centers, parent and church groups, and family magazines. Family members who come in contact with helping professionals in these settings are often motivated to try leisure planning methods with their families.

The helping professions have been involving themselves for the past two decades in improving the quality of life through better leisure time use, but families have not had sufficient knowledge and materials to do their own leisure counseling, education, and planning. They do now. Once families become aware of the assistance available to them, the Age of Leisure truly will arrive.

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The Mormon Commitment to Family Recreation

Clark T. Thorstenson

For more than five million members of the Church of Jesus Christ of Latter-Day Saints (Mormons), "wholesome recreation" has been promoted as part of their religious creed. The philosophy of the church, from its beginnings in the early 1800s has emphasized enjoyable activities for its members to promote family cohesiveness. Members are taught that no amount of success can compensate for failure in the home. Ezra Taft Benson, President of the Council of Twelve Apostles, has stated that ". . . the family is the cornerstone of civilization and no nation will rise above the calibre of its homes." As a result, family-centered sports, dance, song, theatre, and reunions are regularly conducted in thousands of centers throughout the world as a means of providing spiritual, social, and physical outlets for its members.

In recent years, greater emphasis has been placed on the need for families to "pray and play together" in order to stay together. Joyce Mulhestein, a Mormon mother summarized her feelings:

> Gathering feathers in a windstorm—that's what it seems all parents are up to today. The family is pushed and pulled from all directions. Tempted and enticed, busied and made busier still. Fathers and mothers want desperately to do their best work in the four corners of their home, but there are so many things that seem to pull the family apart. Regular family activities will help families grow closer together. Family activities can serve as a unifying source. Bring families together in joyful activities. Those feathers in the windstorm, those individual family members that tend to stray here and there, will gather themselves, coming back to you.

The church has instituted several interesting programs to promote family strength and cohesiveness.

Family Activity Night. Each Monday evening is Family Night. Families are free to choose the activity they desire, but are encouraged to have varied and challenging activities that would appeal to all age groups. Families who hold family nights often reminisce about time spent together developing close family relationships as opposed to memories of nice cars, plush carpets, or expensive home furnishings.

Family Resource Manual. To assist families in choosing activities, a 346-page *Family Resource Manual* available to each family guides effective use of family time. Because each family gives emphasis to different activities, it includes the following recreational choices.

- *Physical activities.* Lessons in basic skills, physical fitness, family sports, aquatics, team sports, and activities.
- *Cultural activities.* Music, dance, drama, speech, visual arts, crafts, hobbies, and cultural appreciation.
- *Social activities.* Games, party planning, outings, family reunion suggestions, entertainment and programming.
- *Family enrichment.* Family traditions, emergencies, first aid, food storage, and home repairs.
- *Discovery and intellectual activities.* Ideas for problem solving as a family, current events, leadership skills, role playing, and foreign language study.

The program encourages families to take part in activities that promote health and fitness, personal discipline, positive self-image, stress release, and family fun.

- *Nature activities*. Gardening, camping, hiking, outdoor survival, and animal and bird study.

Other sections instruct the spiritual and temporal development of each family. Instructions for each topic make provisions for young families with children, as well as more mature families.

Activities Committees. In each church unit (parish), a three-member activities committee assists families in developing their cultural and physical needs. Each member of the committee has had successful family activity experiences and is willing to teach skills to families needing assistance.

Meeting House Libraries. At each church building one person serves as the meeting house librarian. At no cost to families, the library loans a variety of family-oriented films, video tapes, filmstrips, reading materials and tapes. The audio-video materials range from the secular to the scriptural and from entertainment to educational items.

Activity Exchanges and Happenings. Activities committees throughout the world share ideas for successful family or church sponsored activities by sending their success stories to church headquarters in Salt Lake City. A committee reviews each, selects the most appealing, and publishes them yearly in an *Activity Exchange*.

The *Church News*, a weekly publication, also features a full page of Happenings, a compilation of successful activities that are shared with families and church groups.

Sports and Camp Programs. Church organizations sponsor family oriented sports competitions such as basketball, volleyball, soccer, tennis, golf, and softball during weekdays and on Saturdays. Commonly, large groups of families join to cheer for other family members.

Communities with many Mormons often purchase mountain land or other suitable property for outdoor recreation. Family, young women, scouts, and special interest groups can go to camp. At any given time thousands of members participate in activities such as marathon and minimarathon runs, badminton, track and field meets, swimming, flag football, rugby, and family olympics.

Family Fitness. To promote the health code for Mormons that suggests abstinence from alcoholic beverages, coffee, tea, or tobacco and encourages a strong mind with a healthy body, the church developed a Physical Fitness Awards Program. The program, which is for the family as well as individuals, encourages families and individuals to take part in activities that promote health and fitness, personal discipline, positive self-image, stress release, and family fun.

Participants simply determine the activity best for their family and then receive points (1–3 daily) for the amount of time and energy expended. Participants who accumulate 200 points receive a bronze certificate; those with 300 points earn a silver certificate; and those with 400 points receive a gold certificate. Since 1980, when the program started, many agencies, institutions, municipalities, and schools have adopted the program and thousands of church and nonchurch enthusiasts have earned award certificates.

Gymnasiums in Churches. Each Mormon chapel has an added wing called an activity or recreation hall. The halls generally have a full or three-quarters size basketball court with provisions for volleyball and other indoor sports. A theatrical stage is also attached to the hall for drama or music productions. The costly facilities are in harmony with the Brigham Young's principle that "recreation and diversion are as necessary to our well being as the more serious pursuits of life . . . ." As Harold B. Lee, a recent church president, said, "The Church stresses the development of the whole person—the spiritual, intellectual, cultural and physical aspects of his nature."

TV Satellite Productions. To further support family activity, Mormons recently installed TV satellite receivers in hundreds of churches. On a regular basis, families watch church sponsored sports programs emanating from Brigham Young University, drama productions, fireside chats, and counsel from church leaders.

Family Recreation Classes. At church-owned Brigham Young University, a unique course in family recreation is popular with single, as well as married students. Course content includes the play way of family relationships, skill development in family activity, interpersonal relationships, and productive family fun.

The Mormon approach to family recreation is bolstered by the philosophy that the family is the strength, the core, and the calibre of our society. A recent statement by the church leaders in the Family Home Evening Manual stresses the role of family recreation, "Parents, draw your children around you, and with great love, teach them . . . lasting family unity in a setting of learning and fun."

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Family Involvement in Youth Sports

An Examination of the YMCA Y-Winners Philosophy

William Sutton

The YMCA Y-Winners program was developed by the Program and Staff Development Division of the YMCA of Metropolitan Los Angeles. Designed specifically for boys and girls in grades three through six, the program emphasizes that winning or losing a game is not important, but that being a winner in life is. Y-Winners programs exist in soccer, cycling, fitness, decathalon, aquatics, skateboarding, volleyball, hockey, baseball, football, YBA basketball, orienteering, and wilderness survival. The goals of the Y-Winners program are to:

- Build self-esteem
- Teach social skills, values, communication, and human relations
- Teach physical skills, fitness, and health
- Build relationships among peers, and between parent and child
- Support and strengthen family life
- Develop responsibility, and decision-making and leadership skills
- Create a fun experience for youth and their parents[1]

How do the Y-Winners goals relate to family experiences, the concepts of family support and strength, and family recreation?

Many persons assume that organized youth sports programs provide increased active and passive interaction between children and their parents. If the parent is a participant, active interaction occurs. Active interaction would include coaching, teaching, demonstrating, and practicing. Passive interaction refers to parents who observe or enable. Passive interaction would include being present as a spectator, transporting the child to practice or to a game, or paying a program participation fee. The Y-Winners program attempts to create and foster situations that encourage the family to participate and interact as a unit, in total accord with the program philosophically. This process is accomplished through the five-part program structure which includes: a family sign up and orientation, a special event held at the midpoint of the season, written take-home program materials called a Family Huddle, game involvement, and a season ending-event or celebration. An examination of each of these five components provides a comprehensive understanding of the family interaction process.

Family Sign Up and Orientation

When parents bring their children to register, the Y-Winners philosophy is explained so parents and children understand and accept the program objectives and the importance of the parents' participation and support. During the orientation, the sport can be demonstrated, including skills and drills for the parents and child to practice at home. By learning the skills to practice together, both parents and child become integral to the program.

The beginning of a sport season is filled with many different emotions—excitement, nervousness, anticipation, and apprehension. The family can deal with these emotions and what will follow together by forming a support system to effectively handle them.

Mid-Season Special Event

The mid-season event gives each family an opportunity to participate in an outing, a dinner, or similar event. For example, if the Y-Winners program was soccer, then at mid-season the parents and children might attend a collegiate or professional soccer match. At the soccer match families interact and observe the skills they have been learning at a more proficient level. The mid-season event could also be a cookout or an evening at someone's home. If it facilitates family involvement, any event could be appropriate.

Family Huddle

The Family Huddle, a formal, structured written guideline, creates or enhances family interaction. Because families will participate in games or activities at different levels, the Family Huddle ensures some type of family involvement. The Family Huddle is flexible so that single parents and working parents can find convenient times to schedule activities. According to the *Y-Winners Notebook*:

> The family is an important part of the Y-Winners regardless of its involvement in games or family events. The child goes home every night and shares his/her feelings in some way. The parents influence the experience for the child by their comments, participation, or lack of same.[1]

The Family Huddle encourages the family to set aside time for special interaction, an activity or discussion, free from outside distraction or demands. During this special time, the family should participate in an activity that relates to values of a structured sports situation, and is equally important to the family and their lifestyle.

The typical Family Huddle is divided into three parts. *A Note to Y-Winners Families* identifies goals and objectives. *Skill Activity* contains activities that build skills learned in practice and a homework component with family tutors who assist the student in demonstrating a comprehension of the homework skills. The third, *Family Activity*, asks the family to participate in an activity that demonstrates a value important to sport, family, and other real-life situations. One value emphasized in Y-Winners is leadership. The family might begin with a discussion of what it means to be a leader and then ask the participants to identify leaders in their family and the community. In this activity, called the chance walk, each person has an opportunity to direct the group during the walk and, to gain better understanding of leadership. The Family Huddle ensures both skill and value learning.

Game Involvement

Parents and family members are encouraged to attend games and practices and to share the highs and lows with the participant. The family members' presence shows the participants that they are an important part of the family recreational structure. The shared experiences create warm memories of family recreational interaction. More actively, coaching instruction and similar activities give family members the opportunity for both direct and indirect active participation. The family recreational experience in youth sports can happen only if the family is present to share it.

End of Season Celebration

A Y-Winners sport season may last from six to twelve weeks. At the end of the season, a celebration for the families honors the participants who successfully completed the season. Everyone is equally honored because according to the Y-Winners philosophy, winning and losing is not the most important concept—there are no "league champions," no "most valuable player," no "all-star teams." The only award is for participation, and every participant receives the same award. Once again, the family's essential role is to share the participant's emotions and experience. By attending the celebration, the families show approval for the participants because they have demonstrated a commitment by completing the program.

The end of season celebration can take many forms, and is usually left to the discretion of the individual director. One popular format is to have a prominent local athlete speak to the group about personal experiences and values with respect to sports and athletics, relating these to the Y-Winners philosophy and content. After the speech the local athlete presents the awards (patches, ribbons, or certificates) to the participants.

The award ceremony is followed by an event designed to facilitate family sharing and interaction, perhaps a covered dish supper, or a picnic.

In a time when parental involvement in youth sports is being criticized, it is refreshing to see Y-Winners solicit and encourage positive family involvement. According to John Ferrell, director of program services for the YMCA of the USA:

> We made a choice between not involving parents because of negative aspects or trying to involve them. We are a family organization and all programs should contribute to family life. In our Y-Winners program we see the parents as participants rather than spectators. In developing the program, we were trying to come up with something to involve families beyond the game itself. The activities we provide relate both to sport and family. We see Y-Winners as an opportunity to do things together.[2]

The program's design—the orientation, celebrations, Family Huddle and the games themselves, create and encourage family interaction. Y-Winners demonstrates that sport can have a meaningful place in family recreation and shows that the lessons learned through family experiences in sport can be applied to family life.

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Leisure Sports

For Family Participation

Gene G. Lamke

The American family and the relative roles and activities of family members have changed markedly in the last two decades. An increase in the divorce rate, in dual income families and in alternative family forms (single parent families, cohabitation, homosexual couples) has reduced traditional families, working husband, homemaking wife, and two children, to only seven to eight percent of all families.[1] The increase of women in the work force, and the "me generation" have reduced interaction between parents and children.[2] Lack of interaction creates a society of "time poor" children, children whose parents are spending less time, in amount and quality, with their children.[3] Empirical results of studies suggest that "emotional ties within the family have decreased; relationships between parents and children have become weaker; family members go their own way more; many common experiences have fallen by the wayside; many ideas of family members differ."[4] Because "many types of sport and recreational interest are shaped under the influence and with the participation of parents," sport and leisure activities seem to be the best way to bring parents and children together for increased interaction.[5]

Sport Participation

Sport has a tremendous potential for bringing parents and children together in a healthy and wholesome play environment. Forty-four percent of Americans participate daily in some athletic activity. A study, commissioned by Miller Lite, indicates that the shared level of sports involvement is connected strongly to quality family life in America.[6] Increased family sport participation can be achieved only if both groups mutually benefit from participating. Because each member participates for different reasons and because skill and knowledge levels differ, traditional sports must be modified to facilitate jointly-pursued recreational sports interests.

Many Americans consider sports only in a traditional sense with only one set of rules. With this traditional attitude, mastery of skills, improved health, enjoyment of the game, and the thrill of victory cannot be achieved when parents and their children play together, but can only be achieved when the groups are separated in sports activities. Sport modification can significantly improve activities to allow both parents and children a better chance of ''deriving immense satisfaction from meeting internalized goals.''[6]

Sport Modification

Modified sport activities can allow individuals with different goals, skill levels, or knowledge of the rules and strategies to participate. Game objectives, rules, equipment, court or field dimensions, or strategy can be changed to challenge both adults and children during family sport.

Objectives. Traditionally, sports participants have similar objectives while playing a game. For instance, in tennis, each individual tries to hit the ball so the opponent cannot return it. In tennis the game objective is to score more points than the opponent and win the match. If the parent's objective is traditional and the parent's skill level is significantly higher than the child's, the objective is reached too easily and the parent does not realize his or her goal (enjoyment of the game, improved health). By modifying the game's objective, both parent and child can have a gratifying experience. The parent's objective could be improved forehand or backhand, while the child could continue to try to win the game by reaching the desired score. Additionally, both parent and child can decide to change the game's objective, to one in which they see how many times in succession they can successfully hit and return the ball. Thus, each individual participant can meet a goal and achieve satisfaction from the activity.

Court or Field Dimensions. While maintaining the tennis objective of scoring the most points, parent and child can change the court dimension to increase compatibility in play. The child can use the entire court—including the doubles area, in which to hit a good shot, while the parent has only the singles area for safe hits. Quite often changing the court or field dimensions produces equal competition and enables participants to readily attain personal goals.

Equipment. Equipment changes can also equalize competition between adults and children and, therefore make participation more enjoyable. Larger racquets or balls, longer or shorter apparatus, or easier to use equipment can facilitate mutual enjoyment. In tennis, the child could use a shortened racquet to improve hand-eye coordination and to facilitate playing of the game. Different fishing rods and reels promote easy casting and retrieval of bait. Equipment often can be modified to promote family participation in sports.

Rules and Regulations. Rules can be modified to improve activities for parent-child participation. Changing methods of scoring, style of play, penalties, and general game methods can provide more equal competition and greater challenge to parents and children alike. In basketball, a right-handed adult may have to shoot left-handed to score. In addition, the adult's basket may count two points while a child's counts three points. In racquetball, ''kill'' shots may be acceptable for children but not for parents. In basketball children may be allowed to ''shoot from the key,'' but when parents do, the ball could be awarded to the children.

Handicapping. Handicapping can also be used to create greater parity in family sports activities. Handicapping makes outcomes more equal and encourages players to perform better than they normally do. In racquetball, an adult may give the child 10 or 15 points in a game to 21. A number of pins are added to the lesser bowler's score or a certain number of strokes are deducted from a golfer's score, either from the total score or the score on each hole. Giving points, pins, or strokes is not the only method of handicapping. Handicapping, by changing the rules for just one competitor or demanding extra performance from one player, creates new challenges in traditional sports activities for both parents and children.

Strategy. Strategies can be devised to increase parent-child participation. For example, style-of-play strategies can be altered to facilitate a child's involvement. Using tennis, a parent might try only a lob or drop shot against the child or the parent might play only the child's forehand during the game. In team games, moving the ball might be restricted to member-to-member passes, not dribbling. Other playing strategies can also be modified, as well as strategies concerning team formation, equipment, and methods of scoring.

Sport can bring together families in a society where interactive time is currently at a minimum. By successfully modifying the sports components, parents and children can play together happily to achieve their personal involvement goals. The challenge to the profession, therefore, is to educate parents on how they use sport to develop and nurture close family relationships.

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Families Together responded to parents' frustration in finding ways to include their developmentally disabled children in family recreation and leisure activities.

Strengthening Families of Disabled Children

Steven L. Sims, Edwin Helmstetter, and Chris Curry

In April, 1982, a group of concerned parents and professionals in Lawrence, Kansas, joined together to create a program to enable families to better cope with a developmentally disabled family member. The result was the formation of a nonprofit organization—Families Together.

Families Together asks numerous individuals to serve as volunteer professional leaders and resource persons. Special and general education teachers, recreation, speech and occupational therapists, graduate students, and other community members contribute to the success of the program.

On three weekends a year Families Together puts everything into motion. Families, resource persons, volunteers and supporting agencies gather at a local facility to participate in a "Family Enrichment Weekend." Fifteen families (60-80 family members) and approximately 60 volunteers meet at a selected accessible facility with a conference space, recreation facilities, and lodging. Qualified volunteers provide the leadership. Private donors provide the funding, and Families Together develops the programs. In Family Enrichment Weekends, families grow, learn, work, and have fun together.

Why Families Together?

Families with developmentally disabled members encounter many stressful challenges that may destabilize the family. These effects are well documented.[1–3] Of the families studied by Gath,[4] for example, severe marital disharmony was found in approximately one-third of the families with a developmentally disabled child. Additional research shows that families with developmentally disabled children are more likely to experience additional financial costs, social isolation, limitations in recreation activities, and difficulty in handling problem behaviors.[5] Some observers have suggested that these families' stresses may cause the disproportionately high level of child abuse among developmentally disabled children.[6]

Because of the stresses created in families with a developmentally disabled child, efforts to stabilize the family into a "positive whole" frequently focus on counseling, financial planning, and education. The recreation and leisure pursuits engaged in by families during the so-called "off hours," however, may influence personal and collective change more than many rehabilitation experts would imagine. The element of "fun" is often overlooked. Necessity—the necessity for medical care, therapy, and training—de-emphasizes family fun. Families Together responded to parents' frustration in finding ways to include their developmentally disabled children in family recreation and leisure activities.

The benefits of recreation and leisure go beyond strengthening the family. Ray's research indicated that adults' leisure preferences are influenced by their earlier experiences and that "the family in particular stands out as a major force in shaping leisure behaviors."[7] The disabled child's ability to achieve independence in leisure in later years is affected by the family leisure experiences, or their lack, during the early years.

Being Together

Families Together takes a multifaceted approach to strengthening the family by linking parents to representatives of existing community agencies. It brings parents together, both to support one another and to share information. It also provides opportunities for children to discuss their experiences and concerns as family members.

The multifaceted Family Enrichment Weekend incorporates four major elements: group discussions, children's activities, respite evening for parents, and family activities.

Group Discussions. Small discussion groups for the adults allow parents to share with and to support one another, to discuss problems regarding services to families, and to meet the representatives of agencies that serve families with developmentally disabled children. Parents identify topics for discussion prior to the weekends. Resource persons facilitate discussion and answer questions. Participation of both resource persons and parents is voluntary. The groups have addressed insurance policies, wills and estates, respite care, group homes, education, vocational training, recreation and leisure opportunities, parenting, time management, law, and religion.

Children's Activities. While their parents are meeting in discussion groups, the children participate in special activities that develop individual recreation skills. Grouped by chronological age, with both disabled and nondisabled members, each group has an adult leader, and each developmentally disabled child has a companion. The volunteer companions and group leaders are general and special education teachers, speech therapists, occupational therapists, and university students. Therapeutic recreation students develop activities to enhance recreation skills. Activities have included swimming, music, art, crafts, and games.

The children participate in both discussion and recreation groups. The nondisabled children, for example, often want to understand what it is like to be disabled. Successful disabled adults lead these discussions, sharing experiences with the children and teaching them about handicapping conditions. Such positive encounters encourage children to work together in the activities and at home with their families. The children also can discuss their concerns about having a brother or sister who is developmentally disabled.

Respite for Parents. A free evening for parents is one of the major highlights of the Family Enrichment Weekend. This may seem insignificant to people who can go to a movie or out to dinner on a moment's notice, but not to parents with a developmentally disabled child. Giving each family a competent sitter for one evening allows parents to spend time together; for many parents this is the first time they have been out in a very long time. Often several

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parents meet during their free evening, thus forming new friendships and future social activity avenues.

Family Activities. The weekend would not be complete without the family activities. Therapeutic recreation professionals teach families how to include developmentally disabled children in family leisure pursuits. Families are exposed to new recreation activities and learn how to adapt others. When parents realize that it is all right to take *all* their children swimming, it is like winning a medal at the Olympics and is often the first time that parents have actually stepped into the water with the disabled child. It helps bring the family members closer together.

Staying Together

If it all came to an end at the conclusion of a weekend, the families' positive expressions would be sufficient to say the job was well done. Families say that the weekends are well organized and that they would attend another one in the future.

Families Together does not stop there. It is important that the families *stay* together. Shortly after each Family Enrichment Weekend, staff members schedule home visits to encourage families to continue in the same spirit they experienced at the Enrichment Weekend. The staff assists the families to locate and use community resources based upon the needs each family identifies during the weekend. The follow-up visits demonstrate that Family Together is there to help, practically demonstrating the important role that recreation and leisure activities play in the family.

Families Together recently has included "Fun Days" and hopes to expand nationally. Already two chapters of Families Together have been developed in other cities. The effects of Families Together are being closely studied but one family summarized them well. After being involved in Families Together, they took their first vacation in 22 years.

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SPECIAL RECREATION

Programming for Everyone

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"I do not recall who won or what time the race was finished, but it gave renewed meaning that participating is of a greater value than winning at all cost or at the expense of others. It took a group of retarded athletes to leave a permanent impression on me as to the true value of recreation and sport."

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Helping a Fallen Competitor

It was the annual Summer Special Olympics. Parents, chaperones, leaders, students, fans, and volunteers were the audience. There was an upbeat aura all around the track, campus and entire city. The smiles, hugs, cheering and vibrance of this special day was contagious.

Having been a former high school and college track athlete who ran the 100 and 200 yard dashes, and never a yard further, I grinned in appreciation as these special athletes lined up in their lanes for the toughest race in all of track and field.

The 440 started without a hitch, with each runner in his assigned lane, at least around the first turn. In lane 5 was a short, stocky, muscular male athlete who immediately charged out in a huge lead. His movements were strong, jerky and powerful. On the backstretch, he increased his lead to over 50 yards as he ran like a fullback. Most of the others lagged behind, as all of the racers wandered from lane to lane.

Coming around the final turn, the athletes strained and pulled for additional strength as the crowd cheered and clapped. The grin on the leading runner beamed across the field with only yards to the tape, and then he started to wobble. The wobble turned to a stagger and the field closed rapidly behind him. He fell, face down on the track! The din of the cheering crowd turned to a sickening but momentary silence. Slowly, he tried to raise himself and extended an arm as if to reach for help, as the runners edged past him toward the tape.

Almost as if commanded by an internal voice, the athletes stopped in their tracks. The new leader turned and went back to help his fallen competitor. Others from the race joined to see if the young man was injured. He smiled as they helped him up, and almost on command again, they all continued with the race! There was not a dry eye in the stands as tears streamed down my face.

I do not recall who won or what time the race was finished, but it gave renewed meaning that participating is of a greater value than winning at all cost or at the expense of others. It took a group of retarded athletes to leave a permanent impression on me as to the true value of recreation and sport.

Mainstreaming in Recreational Settings

It Can Be Done

Julian U. Stein

Few topics generate as much emotional reaction among practitioners throughout the United States as *mainstreaming*. Some individuals are positive and supportive and others are detracting and negative. Many nonhelpful attitudes result from misunderstandings, misinterpretations, and misapplications of both philosophical tenets and legal mandates embodied in the term *mainstreaming*.

The term *mainstreaming*, however popularly used, *cannot* be found in *any* legal document dealing with services or placement of individuals with handicapping conditions.

Mainstreaming refers to providing individuals with handicapping conditions opportunities for appropriate education, physical education, recreation, and sport services and activities in settings as near to traditional practice as possible.

This definition does *not*

> suggest massive return to or placement of all individuals with handicapping conditions in regular programs and settings;
>
> refer to separate settings as equivalent placement; or
>
> mean the end of all self-contained special programs as service vehicles for persons with handicapping conditions.

This definition does suggest

> a *continuum* of service alternatives appropriate to allow placement of *all* persons with handicapping conditions as *individuals*, not members of categories;
>
> some system other than the dichotomy of *either* placement in regular programs and community activities *or* placement in special programs and segregated activities;
>
> need to integrate *all levels* of persons with *all types* of handicapping conditions to maximum extents possible;
>
> need for greater understanding of individuals with handicapping conditions by *all* persons concerned with physical education and recreation programs and sport activities;
>
> placement of individuals with handicapping conditions in programs as close to home as possible to ensure common peer relationships in as many activities as possible;
>
> preventive services to persons with handicapping conditions, especially children, as important, if not more so, than interventive services to individuals who have demonstrated special needs because of their handicapping conditions; and
>
> *new roles* for education, physical education, recreation, and coaching personnel in providing services for individuals with handicapping conditions.[1]

Various terms are used in different parts of the world to describe the *goal* and *process* of mainstreaming. Included among them are *normalization, least restrictive environment, zero reject principle, progressive inclusion, program accessibility, most normal setting feasible, lowest effective care level, most integrated setting possible*, and *gradual integration*.

Practical Applications of Mainstreaming Principles

Implications of mainstreaming for teachers, leaders, and coaches in physical education, recreation, and sport programs are great. There is *no* intent when implementing mainstreaming principles and procedures to place every individual with a handicapping condition in regular school programs and community activities. Special programs and segregated activities are *not* to be done away with for these populations.

Key considerations for placing individuals with handicapping conditions into regular programs and community activities are the needs and interests, abilities and disabilities, strengths and weaknesses of *each* participant. Then placement decisions—integrated, segregated, some step between, or in various combinations—are based upon personal needs of *each* participant. Individual needs are identified in terms of physical proficiency, motor ability, and requisite skills for safe, successful, and personally satisfying participation, *not* medical diagnoses.

No longer can procedures which categorically and arbitrarily relegate individuals to special programs and segregated activities be rationalized and justified. *Every* participant must be accepted as an individual known and respected by teachers, leaders, and coaches as a person of worth and dignity. The *individual*, not the curriculum or program, must reign supreme. With creative thought students can be accommodated in regular physical education, recreation, and sport programs and community activities.

The goal is basic and straightforward—enable *each* individual with a handicapping condition to participate to maximum degrees possible at the *lowest effective care level, as independently* as abilities and disabilities permit.

Positive and accepting attitudes, social consciousness and responsiveness to individuals' needs, and *commitment* of the general population accepting and implementing mainstreaming are crucial to the success of this process.

When the people of a community want mainstreaming to happen, it can be done. But attitudinal barriers must come tumbling down. *All* facilities must become accessible, and *every* program must accommodate *all* who desire to participate. Only after we have accomplished this across our nation will individuals with handicapping conditions be integrated into the mainstream of society.

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Professional Leadership

Competencies Required for Special Recreation Programs

David R. Austin

Organized recreation in our nation evolved out of a humanistic concern for the welfare of others. Disadvantaged persons were seen as members of special populations with special needs. Yet the recreation profession, while having its roots in socially purposeful programs for special populations, has appeared to grow away from them. Community recreation has broadened its scope to "recreation for all." And, as Carter and Kelley[1] have suggested, "recreation for all" may in reality have become "recreation for the norm." As community park and recreation departments have attempted to meet everyone's recreational needs, concern for special populations has ceased to be a central focus.

Things are changing. General community recreators in the United States are once again taking the lead in providing special recreation programs.

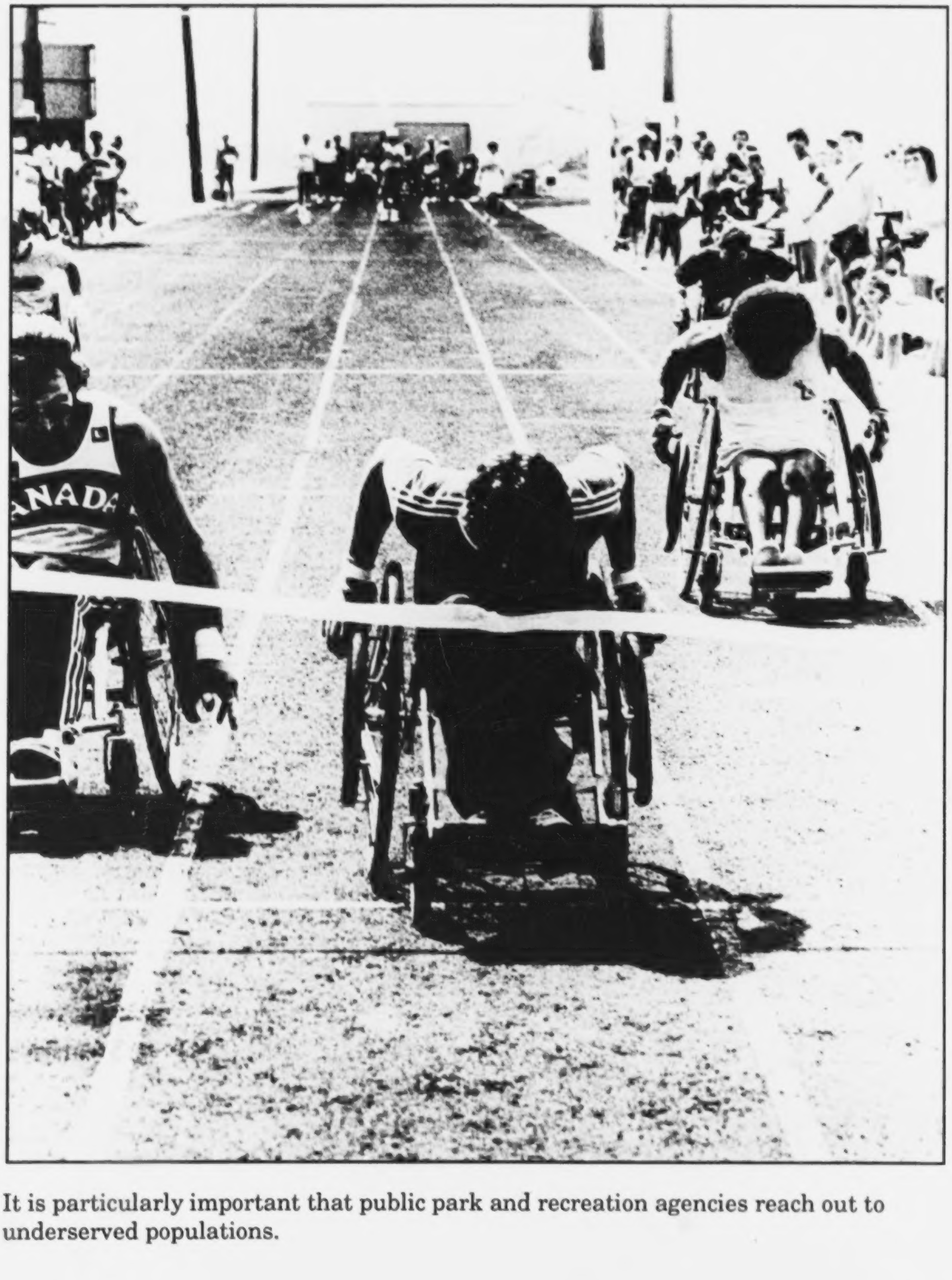
Community Recreators and Special Populations

Stein and Sessoms' *Recreation and Special Populations*[2] has been important in bringing recreation services to special populations. In the view of Stein and Sessoms, professionals from the general recreation and parks field should provide community-based recreation services for members of special populations.

> . . . if such concern (for special populations) is to be converted into new and expanded community service, it must be accompanied by a growing cadre of professional recreation leaders and volunteers who have gained some awareness and understanding of the leisure problems of these disadvantaged people and who are oriented to the possibilities of providing leisure opportunities aimed at resolving their needs. Here, it is important to understand, our focus is on present and future recreators who are trained for general community service rather than on those leaders who might be considered specialists in working with a specific population. (pp. 15, 16)

Stein and Sessoms go on to state:

> Experience has demonstratred that a professional recreator who is effective in working with people in general can be equally effective in working with people from a special population. The only provisions beyond his professional skills and understandings are 1) that he be properly oriented to any unique psychological, social, or physical difficulties and possible limitations that may sometimes be faced by persons



It is particularly important that public park and recreation agencies reach out to underserved populations.

> within a given population; and 2) that he be endowed with the attitudinal capacity to work with such people. Remember, we are discussing the ability to work with *people*—nothing more! Therefore, we should recognize that such orientation and attitudinal capacity are essential in working with *any* segment of a general population, whether considered special or not. (p. 16)

Janet Pomeroy is well known as the founder and director of the Recreation Center for the Handicapped in San Francisco, California. Since its inception in 1952, the Center has served thousands of children and adults with all types of disabilities, most of them with severe disabilities.

Pomeroy, like Stein and Sessoms, has expressed the view that general community recreators should provide the leadership in community programs for special populations. Pomeroy[3] has stated:

> We've found that general community recreation leaders have the essential skills needed, and that the best leaders are those who have leadership skills that they use successfully with non-handicapped. In addition to the essential skills and professional qualifications required of all recreation personnel, we feel that they should also have a number of special qualities, desirable attitudes and attributes. Some of these have been emphasized by the Center staff, and are listed here in line of importance:
> - Stamina and physical energy.
> - Enthusiasm and a sense of humor.
> - Ingenuity, resourcefulness, creativity and innovativeness.
> - Exceptional patience, understanding and tact.
> - A capacity for accepting limited or slower progress, and the ways in which affection and hostility may be expressed.
> - A strong commitment to health, physical education and recreation as integral parts of the total educative process.
> - A willingness to experiment or pioneer with new activities, attitudes and approaches.
> - A willingness to do custodial tasks, such as feeding and lifting, toileting, and handling of wheelchairs, beds and cots. (pp. 9, 10)

Vaughan and Winslow in their *Guidelines for Community Based Programs for Special Populations*,[4] have suggested the establishment of an inservice training of general community recreators to staff recreation and park departments wishing to serve special populations.

> Such a program (of inservice training) would train regular recreation program personnel to work effectively with the handicapped program participants and would also help them to work with any handicapped participants that they might have in their regular recreation programs. The comprehensiveness of the inservice training program should be dependent upon the extent to which the personnel will be involved in the special populations program and upon the functional level of the handicapped persons with whom they will be working. (p. 10)

Finally, Bullock, et al[5] (1982), have similarly suggested that existing general recreation staff can be given training to enable them to work with participants who have disabilities. Specific areas of training prescribed by Bullock and his colleagues include:

> - Characteristics of various disabilities, noting possible limitations and special considerations (emergency and health care procedures should be outlined here also);
> - General activity and equipment modification techniques;
> - Overview of the least restrictive environment concept and how it is being implemented in the department;
> - Assessing existing attitudes of recreation professionals toward individuals with handicapping conditions;
> - Creating peer acceptance;
> - Use of instructional aides and volunteers;
> - Where to find additional resource information for a specific disability. (pp. 106, 107)

Thus, several authors have proposed that general community recreation professionals can and should provide recreation opportunities for special populations. Pomeroy, and Bullock and his colleagues have characterized personnel and training areas for community recreators. But what specific skills and knowledge are needed to work for special populations in community recreation?

Competencies Needed to Serve Special Populations

Austin and Powell investigated the competencies entry-level general community recreation professionals should possess to enable them to serve special populations.[6] These researchers first identified 142 colleges and universities in the United States and Canada that offered a course on recreation for special populations for general recreation and park students. Sixty-two of these instructors participated in a competency identification study, along with 27 administrators of community-based recreation programs for special populations. These instructors and administrators identified 85 competencies they felt were necessary for entry-level recreation personnel.

The 85 competencies identified by Austin and Powell were clustered in groups of similar competencies. The highest ranked cluster dealt with competencies related to attitudes (rated 4.26 on a 5 point scale). Other high ranking areas of competence were facility design and accessibility (4.17), orientation to recreation for special populations (4.15), leadership and supervision (4.09), mainstreaming (3.94) and program design (3.92). The rankings for all 16 clusters of competencies are shown in Table 1.

Austin and Powell further analyzed their data to determine competencies thought to be most critical by both the college instructors and community recreation administrators. "What You Need to Know to Serve Special Populations," (*Parks and Recreation*[7]), was based on this analysis.

Austin and Powell found a high level of congruence between educators and administrators on the most important competencies for working with special populations. Educators and administrators deemed 16 competencies "highly desirable" (i.e., rated 4.20 or above on a 5 point scale).

> It is interesting to note that four of the competencies deal with attitudes. Three others concern normalization and mainstreaming, indicating agreement among experts that those entering the field of community recreation should have training in: attitudes as they relate to special populations, and the twin concepts of normalization and mainstreaming.
>
> It also seems that community recreators will be asked to give increased attention to humanistic concerns in their service to special populations. Concepts such as the individuality of the participant, the impact of the leader upon self-worth and acceptance, and human interaction in instruction merit special consideration in this regard.
>
> Several areas are conspicuous by their absence from the list of highly desirable competencies. Nowhere was the community recreator called upon to become expert on the characteristics of particular special populations, nor was the knowledge of special equipment or supplies demanded. Also absent was any reference to the history of community therapeutic recreation services. Perhaps these areas are less important than some might have us believe. (p. 42)

Table 1. Areas of Competency

Cluster	Mean Score
Attitudes	4.26
Facility Design and Accessibility	4.17
Orientation to Recreation for Special Populations	4.15
Leadership and Supervision	4.09
Mainstreaming	3.94
Program Design	3.92
Aids, Appliances, Safety Procedures	3.89
Trends and Issues	3.84
Leisure Education	3.80
Professionalism	3.79
Resources and Services	3.75
Advocacy and Legislation	3.75
Training	3.73
Equipment and Supplies	3.69
Characteristics of Special Populations	3.50
Funding Sources	3.26

Source: Austin, D.R., and L.G. Powell, 1980. Competencies needed by community recreators to serve special populations. In Austin, D.R. (ed.), Directors in Health, Physical Education, and Recreation; Therapeutic Recreation Curriculum: Philosophy, Strategy, and Concerns. Indiana University School of Health, Physical Education, and Recreation, Bloomington.

Austin and Powell's list of basic skills and knowledge necessary for entry-level professionals assuming positions in recreation and park department coupled with that provided by Pomeroy, Bullock and others could become one foundation for preservice and inservice training of community recreation professionals.

Who Leads Community Recreation for Special Populations?

It appears that public park and recreation agencies must reassert their historical concern for recreation for special populations. As the suppliers of public park and recreation services, their responsibility includes services for members of special populations since they serve the jurisdictions *at large*. But it is particularly important that public park and recreation agencies *reach out* to underserved populations—those with physical or mental disabilities, aging persons, and other special groups. Students preparing for careers in parks and recreation should be urged to ready themselves for this important task.

Pomeroy, Stein and Sessoms, and other experts agree that general recreation professionals should lead recreation programs for special populations. If special populations are to be integrated into agency offerings, it seems reasonable to expect that the regular professional staff should provide them. The exception to this would be in programs with therapeutic intent. These programs facilitate change by meeting specific objectives. Use of the therapeutic recreation process to effect specific outcomes calls for the knowledge and skills of a profesionally prepared therapeutic recreation specialist. Therefore, one can envision a future in which therapeutic recreation specialists work in park and recreation agency programs aimed at therapeutic objectives, while general recreation professionals deliver opportunities for leisure experiences. There is no reason why general recreation professionals and therapeutic recreation specialists should not function together to serve special populations.

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Note: Parts of this essay have been excerpted from the forthcoming textbook, *Special Recreation: Opportunities for Persons with Disabilities*, by Dan Kennedy, Ralph Smith, and David Austin. The book will be published by Saunders College Publishing, Philadelphia, in the fall, 1985.

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Implementing Recreation Integration

Specific Issues and Practical Solutions

Kathleen J. Halberg, Pam Earle, and Lisa Thomas Turpel

The philosophy and concepts of mainstreaming and integration of individuals with disabilities into typical leisure opportunities began to appear in literature[1-7] and in legislation (Rehabilitation Act of 1973; Education for All Handicapped Children Act of 1965) approximately 10 years ago. Since that time, many programs have embodied the intergration philosophy. The experiences of practitioners and participants in these programs have taught us a great deal about the "real world" implications of this approach and some of the issues which frequently arise as a program begins to focus on integration. It is critical these experiences continue to inform practical and conceptual development so that services to individuals with disabilities are as unrestricted and effective as possible.[8]

This article, based on experiences of two Oregon agencies implementing an integration philosophy, focuses on issues that can detract from successful integration, and offers potential solutions for others implementing the integration process. Although the programs prepare persons with disabilities for integration, advocacy in the community is integral to the integration process and should receive equal, if not greater, emphasis.

Issues Encountered in Implementing Integration

Perhaps the largest issue is that true integration is not an easy process; it is complex, multifaceted, and challenging. The process tends to take more time and resources than one originally anticipates, and it is slow and at times frustrating. An integration philosophy requires a high level of commitment if the process is to be successful. Understanding and planning become particularly critical as unsuccessful integration can negatively affect the participant with a disability. Negative experiences can severely influence the personal expectations, goals, and accomplishments of the individual

Development of an Integration Plan

The complexity of the integration process demands the development of a specific integration plan. Such plans must deal with the need for specialized staff to explore issues and develop a philosophy and process for integration; a realistic assessment of resources available and needed; and assessing the perspectives and roles of all parties involved (i.e. specialized staff, administrators, and staff to provide services to all people, staff of other human services agencies, participants and potential participants, parents and/or other advocates.)

Getting Started

Once the agency develops an integration plan, it must commit resources and time for orientation to the plan, both within and outside the agency. Orientation, while concerned with basic definitions, processes, and services, should facilitate an examination of attitudes and attitude change. Assuming that some staff will have negative attitudes (related to providing services to devalued persons in programs designed for all citizens), they will need to heighten their awareness, understanding, and acceptance. Specialized Recreation Services of the Portland Park Bureau began with an Integration Implementation Committee to spearhead the overall integration process. The Seattle Department of Parks and Recreation created awareness through an accessibility survey of all facilities.

The time and effort devoted to the initial stages of an integration program—developing and integration plan and an orientation to its concepts and content—will be time well spent. Thorough planning and orientation is more likely to include the issues and the potential problems likely to be encountered, and will result in a more successful process.

Focus on the Individual

To facilitate successful integration, an individualized approach is essential. Each participant has unique abilities, leisure abilities, resources, life situations, aspirations, values, and interests. Each individual's issues will need attention and unique integration planning.

While some persons suggest that the staff resources necessary to an individualized approach are not available, creative solutions are possible. Both of the agencies cited above have small staffs, but have used well-trained and supervised volunteers as enablers, working with individual participants to facilitate integration. Volunteers are more likely to represent the larger society and its values than the professional, and they are also more likely to relate to the disabled participant on an individual human level.[8]

Communication is Critical

Clear, open, and frequent communication among all of the parties involved with the integration process—specialized staff, staff of programs in which participants are being integrated, the participant, the participant's parents and/or other advocates, and the volunteer enabler is critical to success. Each party must hold similar beliefs and share realistic expectations regarding the participant. An agency should continually generate communication and coordination among all significant parties.

Breakdowns in communication can occur in a variety of circumstances. Parents and advocates, for example, may be overprotective and may fear exposing a participant to the challenge of integrated experiences. A parent may enroll the participant in age-inappropriate activities well below the participant's functional level, or may, on the other hand, enroll the participant in integrated activities beyond the participant's current capabilities. Participants also may have overly-optimistic or overly-pessimistic expectations. While they may change their expectations and goals as they experience the integration process, all parties must communicate frequently and honestly if optimal independence is to occur.

Communication with staff of programs into which participants are being integrated needs to be frequent and regular. Program staff tends to be more positive if the specialized staff is available for advice and consultation on individual situations. Recreation staff, however, frequently discover that they do not need specialized skills to accommodate participants with disabilities. Many specialized staff who have implemented integration programs suggest that regular recreation program staff need only advice and reinforcement.

Overcommitment of Specialized Staff

Although specialized staff are usually committed to an integration philosophy, an occasionally overzealous commitment can be a problem. While enthusiasm and commitment and the willingness to back up commitment with effort are essential, an overcommitment can result in a variety of problems. Specialized staff can send mixed messages, zealously advocating that participants with disabilities are not very different from other participants, but nonverbally implying the need for specialized attention, training, and services. A delicate balance needs to reinforce the attitude that all participants have varying abilities while also providing the information and support necessary for successful integration.

Perhaps because of overzealousness, specialized staff may not listen to a participant carefully enough to assess abilities, areas of need, and needed assistance. Staff may be overly optimistic about the participant's capabilities—optimal expectations may not always prevail. Because staff may perceive needs differently, segregated and partially integrated experiences may not prepare the participant for integration as well as possible, particularly by not preparing the participant for the demands of certain experiences.

Overzealousness of commitment may also affect the eventual leisure participation pattern of the participant. A participant who may have been taking part in integrated experiences for a time may want to participate in more segregated experiences or slowly drift back into segregated activities. Ultimately, the participant has the right not only to have access to and gain benefit from typical leisure experiences, but also to reject such experiences. Specialized staff sometimes assume that integration is what the disabled participant desires. From a theoretical perspective, integration is perhaps most desirable; however, a balance must eventually be struck between what might be ideal and what the participant desires. That balance is delicate and varies from individual to individual.

At what point does staff accept the desires of the individ-

The issue is the disabled person's need to become a full participant in community life.

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ual, even though they fall short of program philosophy? At what point does staff acknowledge that the participant has the right to select segregated experiences? How does staff accept that some participants prefer segregated experiences? It is, of course, impossible to definitely guide staff as to when to accept the participant's decision to take part in segregated experiences as an informed decision. Such acceptance assumes the participant has been well-prepared for integration, understands his or her individual rights and the potential benefits of participation in typical leisure activities, and has been well-accommodated in integrated settings. It is important to recognize that this can become an issue if specialized staff have difficulty accepting participant choices which do not fall within their value system.

A related issue needs to be examined by specialized staff. Through integration a participant may no longer participate with the peer group to which she or he is accustomed, a group which probably includes many friends. The participant may well miss experiences with his or her peer group friends, since forming new friendships with nondisabled peers may be difficult. This situation should be explored with the participant, and compromises found which do not leave participants without friends. Ultimately, the participant has the right to choose his or her own peer group.

Based upon the experiences of two agencies which have committed themselves to an integration philosophy, a variety of issues and problems encountered in implementing integration have been discussed. While it is important to recognize that integration issues and problems will surface (as in any complex endeavor which involves many human beings) no integration problem is unsolvable. Addressing a specific problem may temporarily slow down the integration process, but recognizing and addressing the issue will ultimately result in a more comfortable and successful integration process for the disabled individual.

Given that our basic professional mission is to ensure all people the right to the leisure experiences in the environments which they desire, an awareness of issues likely to arise as the process is implemented is critical to accomplishing this mission.

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A Social Process Integrating People with Disabilities into Community Recreation

Joanne Ardolf Decker

The movements to "deinstitutionalize" and "normalize" the lives of disabled people have generated interest in integrating them into community recreation. Although by consensus "normalization" has come to mean making available to persons with disabilities the same patterns and conditions of everyday life that are available to the general population (Nirje, 1969), there remain misconceptions about the meaning of integration and the most valuable approaches to it (Decker, 1981; Hutchison, 1983).

Integration as a social process: Community development

The real issue is not access to community resources; that can be arranged through segregated programs. The issue is the disabled person's need to become a full participant in community life (Richler, 1984). Disabled persons may live in a deinstitutionalized community facility, attend work or school, and still have minimal contact with nonhandicapped persons (Salzberg & Langford, 1981). Recreation activities in community settings do not assure integration; they simply lay the foundation for a sense of belonging—the key to both integration and community.

Making integration real

Hutchison (1983) has correctly pointed out that "there has been more rhetoric about social integration than actual doing" (p. 31). In agreement with Hutchison, the author and colleagues acted to integrate people through recreation activities. The research team initiated a methodological experiment to integrate disabled and nondisabled persons in the Mankato area of southern Minnesota.

Family as primary community

Family as primary community was the focus of Project S.P.A.R.C. for L.I.F.E. (Special Play and Recreation Center for Leisure in Family Experience), a special recreation grant from the Rehabilitation Services Administration of the U.S. Department of Education to Mankato State University, Mankato, Minnesota, 1984-85. The project was established to integrate significantly disabled persons into family leisure and to integrate the whole family into community recreation. Participating families were referred by special education teachers and rehabilitation counselors in a three-county area of southern Minnesota. "Family" was defined as a group of significant others sharing life time and space.

Of 26 families referred to the project, 17 agreed to participate, and 13 managed the required one-year commitment. Individuals and families were neither chosen nor separated according to disability.

Overcoming leisure barriers

Short finances, schedule conflicts, unavailable transportation, poor planning, and not knowing where to go, all interfere with family fun. Complications mount when one family member has a disability. The disabled person's skill level may deter others from including him or her in family activities. The disabling condition may prevent full participation. Certain places may be inaccessible or difficult to manage. Negative attitudes of the public, friends, or relatives may complicate integration. Not surprisingly, then, Curran (1983) found that the families of disabled persons are less able than other families to share leisure time, balance their interactions among each other, and enjoy a sense of play and humor.

By responding to statements like, "I think our family spends enough time having fun together," individuals participating in Project S.P.A.R.C. for L.I.F.E. assessed their family leisure barriers. Subsequent leisure education "funshops" based on the Mundy & Odum (1979) leisure education model involved family members in interest finding, decision making, planning, and activity participation. They learned activity ideas, skills, adaptations, and ways to use community facilities.

Many families said they just needed some new ideas of what to do and where to go to manage their family fun. For instance, several individuals had previously enjoyed roller skating, yet few had considered it a family activity until they saw how easy it was to skate together, push wheelchairs while they skated, or play simple skating games on the rink. Skating rink managers, amazed to see how simple it was for people in wheelchairs or strollers to enjoy skating/being pushed, encouraged families to come regularly and bring their friends, supplying them with discount coupons for future use. No separate times were set for "segregated" skating.

Family-to-family links

As the project families became acquainted, they found that they could share information about adaptive equipment, accessible facilities, and resource people. They formed a new mini-community—the S.P.A.R.C. for L.I.F.E. community. Gradually, families began to take more responsibility for their own leisure, doing their own planning, inviting each other out, relying less on project staff. They used community facilities more, went to programs, and gained confidence about making requests of providers.

Some activities, however, still had an air of "segregation," since groups of families tended to go places together and could easily remain separate from other community members. Simply being physically in the presence of nondisabled community members did not constitute integration.

Community beyond the family

There was an obvious need to work for community on a deeper, more integrated basis. Thus evolved Project S.M.I.L.E.—Southern Minnesota Integrated Leisure Experiences, another special recreation grant from the Rehabilitation Services Administration, 1985-86. Project S.M.I.L.E. blended the core 13 families and other persons with and without disabilities into a community of people who enjoy recreation activities together. This project used cooperative outdoor activities, but other cooperative, interactive activities could also lend themselves to social integration. A mix of disabled and nondisabled people participated in activities ranging from picnics to canoe trips. The challenge was to take people beyond these common interests to a group bonding experience.

Start with common interests

We learned that activities draw people together into ready-made groups that may then develop into communities of people who care about each other regardless of ability or disability. We believe that future efforts to integrate the disabled into the community may best work through ongoing clubs and organizations that support leisure activities and the social relationships that flow from them.

Integration takes the form of a pyramid

We also learned that some activities lend themselves to higher levels of integration than others, forming a pyramid of group experience that culminates in group cohesiveness. All levels of the pyramid are built on previous steps; each level remains necessary throughout the process. If one level is abandoned, higher levels deteriorate or never evolve. The goal is to achieve the highest level of social integration possible within any given activity.

1. By means of effective preparation, staff create an *atmosphere of warmth* that helps make participants feel secure. Staff set a tone of acceptance, friendliness, caring, and fun.

2. Staff foster *acquaintance* by facilitating introductions and icebreaker activities, not merely when activity begins but also as a general style of operation.

3. As people repeatedly engage in enjoyable activities together, they gain confidence in each other. Staff select and facilitate activities that lend themselves to cooperative efforts.

4. Over a period of time, as people grow to know and trust each other, *friendship* emerges. Two or three people in a canoe come to rely on each other's skills, trust each other, like being with each other.

5. *Group cohesiveness* blends interdependent friendships into an integrated community. When a group of canoeists, for example, also cook a meal, pitch tents, and sing around a campfire, there is high potential for group cohesiveness.

When group cohesiveness is achieved, relationships form that extend beyond a particular activity.

New friends are likely to call each other and make plans on their own. In this way, integration becomes a self-perpetuating, natural social experience, not simply a physical being in the same place at the same time with other persons of different abilities.

Community evolves in ripple effect

Our initial effort to "do something" about socially integrating disabled people into community recreation set into action the "ripples" of community evolution. The process is not quick. Connections among individuals and groups evolve over time. However, when we focus on integrating relationships, appropriate recreation programs and services flow from that process, and we are on the way to knitting the disabled and nondisabled into a community of people who share good times and happy memories.

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Play Environments for All Children

Jay Beckwith

It is widely accepted that play is an important part of a child's development. Yet while progress has been made in our awareness and programs sensitive to the needs of the atypical child, there has been little parallel progress in the development of play environments for these children.

The creation of supportive and fully accessible play environments requires the development of design criteria of extraordinary subtlety and complexity. The environmental designer is challenged to provide appropriate spaces for users ranging from infants to adults and having physical abilities from near immobility to above average athletic skill.

Good intentions do not guarantee an environment accessible to all children. Although wheelchair obstacle courses are a currently popular suggestion for adapted playgrounds, such courses fail as nondiscriminatory environments not only because they segregate the wheelchair user *from* the general population, but also because they fail to recognize important differences among individuals *within* this group. Most of the events in such courses require upper torso strength that would enable participants to use nearly all regular play activities given minor access aids. Such courses could be successfully mainstreamed if a concerted effort is made to *provide all children* with wheeled vehicles.

No child is a *type,* but rather a complex and whole person. The so-called impaired population is particularly subject to frequent stereotyping because so much of their interaction with the world is oriented through institutions. Our national commitment to mainstreaming counteracts some of this problem, yet both medical doctors and educators will continue to find it necessary to classify children to serve them appropriately. A recent trend to consider the child's "adaptive behavior" along with his developmental stage has resulted in program groupings more appropriate to physical abilities. This, in turn, leads to more straightforward environmental design solutions for such programs. It is important, however, to distinguish between a therapeutic outdoor learning environment and a mainstreamed public playground. Too often the unique requirements of each of these is applied to the other with a result that is detrimental to all.

The creation of any public space should be based on a fundamental assumption: *each environment must be designed so that it can be used by every segment of the population.* This intellectually satisfying tenet leads to certain paradoxes when it is applied as a design criterion. One of the most important elements in a successful playground is challenge. But challenge implies creating tests of skill which inevitably discriminate against some users. Play equipment in a typical municipal park is often grouped in separate zones—high and difficult equipment is segregated from less challenging apparatus for younger children. Such spatial organization makes sense for most users but consider the child who has a mobility impairment yet wants to play with kids who are his intellectual and social peers. Such a child is likely to find little to do in the area where his friends choose to play.

It is absurd to hold that *each* environment and apparatus be designed that *every* child, regardless of physical ability, can use all of it. Every child cannot and should not have instant access to every experience, but our concern can be *that each child have an appropriate experience at the proper time.* Features which provide access for one type of child may deter or insufficiently challenge others. Special support systems may create unacceptable hazards, use patterns, or maintenance requirements. To avoid these hazards, a balance must be struck.

Rather than focusing on the limitations of the child, we need to look at the positive contributions the environment can make to the child's development. A workable criterion for playground design considers that *the widest possible range of behaviors and abilities must be accommodated at each interest area.* This standard matches practical compromises with technical feasibility. It identifies the behaviors and abilities which can be accommodated and those which must be excluded from each activity. Thus *each* segment of the population will be given access to *some* areas and tend to be excluded from others but *all children will be accommodated within the whole.* We must take special care, however, that one group does not bear a disproportionate share of the compromises. This has too often been the case for nonambulatory children. Final success can be measured only by the degree to which the environmental and social requirements of all children are met.

Apparatus can facilitate both free play and instruction, but it can never substitute completely for sensitive and knowledgeable supervision. This point is particularly worth remembering when the design process reaches an impasse: *a programmatic solution will often work where a hardware approach fails.* Peer and care-giver interaction are potent sources of play challenges. Settings must be designed to facilitate such interaction. Thus a completely successful adaptive environment design cannot focus solely on the needs of the child but must extend to include specific learning objectives and the interaction with care-givers.

Types of Impairments

It is helpful to distinguish between two impairment categories: *delays* and *deficits.* Developmental *delays,* by far the most common condition, are subject to some educational amelioration. *Children who exhibit developmental delays do not require apparatus which is fundamentally different from the general population.* To provide children with delays experiences to promote and to enhance their abilities, equipment should be as diverse as the space, budget, and imagination permit.

It is astonishing how many skill components the child must learn to meet a typical playground challenge. Balance, for example, combines vision and vestibular (inner ear) components as well as motor and coordination skills. To enrich this challenge and offer different degrees of difficulty a range of balance events like stepping logs, stairs, and suspension bridges should be included. Moving on soft surfaces of varying degrees of flexibility, as on a tire net, requires vestibular balance instead of visual orientation, and spinning experiences also enhance inner ear stimulation. The research conducted by A. Jean Ayres has resulted in significant advances in our understanding of these processes and has become an important ingredient in many developmental curricula.[1]

The second type of impairments are *deficits.* Loss of sight or hearing, of ambulatory ability and of cognitive functioning are grouped here. There will be no recovery of a deficit, and compensatory skills must be learned. *Children with deficits benefit from support and access systems which help compensate for their loss. Such systems are contraindicated for children with delays who should be challenged to acquire latent skills.* A threshold effect is suggested in that, up to a certain point, support systems facilitate access and sustain interaction, but too extensive or prolonged support will inhibit optimum skill development. Thus an overly supportive environment may not encourage a child to attempt needed challenges. A balance must be struck with the view that the play area is an important testing ground for real world physical and social skills.[2,3]

The Question of Access

To provide just the right amount of compensatory modification for children with deficits, it is useful to *consider the questions of access and support separately.* Those who use wheelchairs are most concerned with access. This group is often treated as homogeneous, but there are very great differences *within* the group. Most children who use wheelchairs have or can acquire arm and shoulder strength (transfer skills) sufficient for mobility *within* the playground without their chairs. Most of these children can therefore interact quite successfully with the total population without special aids.

In the past wheelchair-bound children have experienced subtle (and sometimes overt) pressure to remain in their chairs and not to enter into play with other children. We know that this is not in the child's best interest and the environmental designer should help preclude such discrimination. One method to achieve this is to involve a wheelchair athlete in the design review process. Their contribution effectively balances the often overprotective opinions of parents and care-givers.

The critical factor in the successful integration of the wheelchair using population is getting the chair close enough to the equipment so the child can make a safe transfer. Given the requirement of fall absorbing safety surfaces around equipment, it is not easy to provide such access points. Ensuring that the unoccupied wheelchair does not create a safety problem is a concern also.

There is a portion of the wheelchair population without transfer skills. Many of these children rely on heavy, electrically propelled chairs which do not have as much mobility as standard wheelchairs. Interacting with fixed and rigid play equipment is both difficult and potentially hazardous, for these children cannot control their bodily movements to arrest a fall.

Even though a child may not be able to use the playground apparatus directly, he or she will want to be close enough to interact socially. A practical solution is to extend access paths so wheelchair-bound children can be physically close to the play action. Such pathways are also useful for supervision; often the person with the least mobility on the playground is a woman in high heeled shoes who would be unable to access equipment surrounded by sand. Pathways must be designed so that they do not introduce a new hazard in that a fall from the equipment onto their hard surface may result in injury. Two helpful solutions are to cover the path immediately adjacent to the structure with rubber matting and to make secure escape-proof railings around the play structure next to the path.

The creation of wheelchair pathways must not be entered into lightly as they also can encourage inappropriate and dangerous use by other children. Paths and ramps facilitate high speed games of chase and may result in injuries from falls and collisions. Supervision can control this to a large extent, but it remains an ongoing problem. Unsupervised use of the playground by children with skateboards and bikes is another consideration. The extent of pathways and ramps should be balanced between the wheelchair population's need for them and their likely misuse by other children.

All children at some developmental stage, not just the nonambulatory, need support to access the play equipment and the play events. A "play station" (platform) should be created adjacent to the play event to allow for easy transition into the equipment. Injuries frequently occur at the entrance and exit of play events. Therefore, the junction between the play equipment and the platform should be carefully designed to remove obstacles and provide sufficient hand holds to support the child who makes the transition from his mobility posture, be it standing or in a wheelchair, on or off the equipment.

In addition to facilitating access to the play event, the platform should be evaluated for "reversibility." This principle is simply that *it should be as easy to travel in one direction as it is to return.* This criterion is critically important for children who do not have the foresight to anticipate problems in dismounting play activities. Such a "kitten-up-a-tree" potential can be seen on nearly every piece of traditional play equipment. For example, children may suddenly feel that a slide is too high after they have climbed the top only then to discover that backing down is very difficult because they can't see the rungs of the ladder. Or, children may cross a horizontal ladder to find that, while getting on the ladder required just a small hop, no exit rung was provided and the only get-off is to fall. Children may find that getting on the merry-go-round is easy, but when they begin to get a little sick and want to get off, they find it is spinning too rapidly and impossible to dismount. These are just a few of the traps that await children on typical playgrounds. Is it any wonder that so many of the developmentally delayed children resist playing on them?

Even though we have examined the question of access only briefly, it is clearly a complex issue. *Putting a ramp on a slide does not constitute making an adapted playground.* Access is different for different children, even for those superficially classified in the same group. Access also implies egress, which must also be examined in detail and requires more elegant solutions than simply putting extra rails on structures.

Providing Support

Every child enjoys and benefits from water play. This is especially true for the impaired child for the support provided by water frees him from the constraints of gravity. For many severely mobility impaired children the water is the only place where they may experience true free play. But, since we live on the land, it is important to develop antigravity movement skills and reflexes. The playground offers important opportunities to acquire these skills. To ensure that such practice takes place, environmental support systems are necessary.

Not all support must be built into the environment. The child may be equipped with special devices which improve his access to the play equipment. For example, a child with impaired hand grip would benefit from a special playground climbing hook. A significant improvement comes from getting children out of old fashioned "hospital iron" and into sports chairs. It is easy to recognize the value of this approach because all children want to ride in the hot looking sports chair and it is usually commandeered as soon as the owner moves into the equipment. This is a very dramatic example of real mainstreaming. The sports chair frees the child and the playground design from many of the restrictions and problems associated with special pathways.

Support systems may also become a permanent part of the play structure. Adding a second rail below the standard hand rail provides a grip at a better support level for many children. Adding vertical grips at elevation changes helps children make the transition from one level to another. As pointed out earlier, supports at the entry and exit to play events are also useful.

Children with visual and auditory deficits require relatively few design modifications. Usually these children quickly develop compensatory skills which allow them to fully participate in environments which have not been especially adapted for this use. But consideration should be given to the learning process these children experience to ensure that they will not be barred from initial entry. The railing and grip details created to support ambulation can be used to good effect by the vision-impaired child as well. These same children benefit from a scale model of the play environment which allows them to learn the overall spatial characteristics of the playground prior to exploring the space. Making sure that there are no visual barriers and that supervision access to all parts of the playground have been provided are important design considerations for the hearing impaired population.

When designing playground equipment of any kind, for atypical populations or for the general public, certain design criteria must be kept in mind. The environment should be free from protrusions, pinch points, and sharp edges. Heights should be limited and fall-absorbing ground cover placed under the equipment to reduce the chance of injury from falls. A good rule for heights is that a child should not be exposed to a fall height greater than he can reach standing with arm extended. The guidelines published by the Consumer Products Safety Commission ought to be followed as closely as possible.[4]

For those of us concerned with adapted environments another standard which ought to be followed is: *once a playground has been adapted to the extent that further modifications for one population would diminish the benefits for another group, then additional accessibility and support must be provided through personal /portable devices or based on the specific needs of individuals.*

Selecting playground equipment which allows for retrofitting appropriate support systems is extremely important. Ideally, support features ought to be field-adjustable for height and angle to obtain maximum benefits with greatest ease. Fortunately, several new equipment systems have recently been introduced which feature clamps-on-metal-post construction which eliminate predrilled assembly holes. For the first time these new systems offer the kind of design options and flexibility needed to develop playgrounds for all children.

Finally, when the environment has been fully adapted and the special needs of each individual met we must look at our programs to ensure that systematic discrimination has been eliminated and that sensitive efforts to provide for all members of our society are continually implemented. There are some programs which have explored all of these issues. One which is particularly noteworthy is Project PLAE, Play and Learning in Adaptable Environments. Located at 1824 A Fourth Street, Berkeley CA 94710, this group had had many years' experience with the issues addressed in this article and they stand ready to share their knowledge.

Play for Development

Relatively straightforward additions can provide access and appropriate support for handicapped children and ensure that all children will have an equal opportunity to develop and interact to the maximum of their abilities. Severely impaired children will be unable to use even a mainstream adapted play ground and should have access to special therapeutic environments which provide features not appropriate for public access spaces. However, these children must be given the means to maintain social contact with their playmates even in public play spaces. Playground adaptation is not limited to permanent features but also includes portable individualized apparatus which compensates for the severity of particular handicaps.

Play is extremely important for all children but may be particularly important for the handicapped child. Play provides a nonthreatening opportunity to practice real-life physical and social skills. The goal of promoting the child's adaptive behaviors is promoted by providing rich and complex play experiences in a supportive and appropriate environment. Our society's new sensitivity to the needs of the atypical impaired citizen must be extended to the needs ot children for one of the most basic human activities—play.

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Joining Together

An Intergenerational Sharing for Special People

M. Jean Keller

Single parent families and working mothers have increased substantially in the past 20 years.[1,2] These phenomena have created several problem situations—one pertains to the reduced number of contact hours between parent and child. Bronfenbrenner suggested as many as 55 percent of the teenagers in America come home to an empty house.[3] Cherlin and Furstenberg predicted that even more teenagers will be considered "latch key" children in the future. "Latch key" young people carry the house key to let themselves in after school, since parent(s) will not return home for several hours. Community recreation and youth serving agency personnel feel that many "latch key" teenagers are unable to use this time after school in meaningful ways to enrich their lives.[4] Yet most communities do not have resources to fully resolve this situation.

At the same time, many older persons do not have opportunities to remain active, contributing members of society.[5] A problem-solving session in one community led to the notion of putting these two situations together, and an intergenerational exchange program was born. The name of the program, *T*eens and *E*lderly for *A*rts on the *M*ove (TEAM), reflects the cooperative spirit of this exciting and innovative leisure time program. The TEAM program enable the simultaneous development of meaningful roles and needed services for both age groups.

Creating a TEAM

This program uses older adults as volunteer instructors of latch key teenagers. Older adults at a local community recreation and parks senior center were asked if they were interested in the program and willing to share ideas and skills with young people. Many senior adults were interested in the program and decided to share the folk arts and crafts skills that they had learned many years previously. The folk skills included making candles and rugs, canning, caning chairs, making soap, weaving, quilting, and whittling.

Teenagers were not as enthusiastic about the program in the beginning as the older people were. A TEAM planning and advisory committee, consisting of five teenagers, three older adults, the senior adult recreation program director, and the community school coordinator, was established to design and implement the program and to promote this idea among teenagers. The advisory committee sent a letter to all the parents and students in the local middle and high schools inviting them to attend an information session about the program. After the program, 58 teenagers registered as part of the first TEAM program.

While the teenagers were the primary focus of the program, the "keenagers," a term given to the older adults by the teenagers, soon found important roles. The 32 older adults from the senior center were excited about their new roles as volunteer youth instructors. Yet, several volunteers seemed apprehensive about how to teach and communicate with young people. At the same time, some young people were uncomfortable about getting along with older people. Both groups had stereotyped notions about the other. Thus, the first TEAM program session each year is designed to help young and old understand their similarities and differences so that they can join together for their mutual benefit.[6]

By sharing and having fun together, young and old discover they can concentrate common concerns.[7] This in turn may diminish both the insecurities of and the potential conflict between these two groups. One elderly volunteer was afraid of teenagers in the beginning of the TEAM program because of what she had heard and seen on television. After six weeks of the program she was no longer afraid. A young man described all the old people he knew as "cranky, old fashioned, and set in their ways." After only three sessions, he proclaimed, "These old folks are full of life and really with it!" Increased communication between generations benefits not only specific groups of young and old, but entire communities, and it engenders more informed and resourceful citizens.

The TEAM program is held at a senior center located in walking distance from the schools. The program, held three days a week for approximately 90 minutes, begins at 3:30 p.m. Presently, teenagers pay $15.00 each quarter to cover supplies. The community school coordinator devotes about one hour per week and the senior adult recreation program director spends about three and one-half hours each week with the TEAM program. Senior adult volunteers estimate that they spend about six hours a week preparing and about four and one-half hours interacting with young people.

The advisory committee, with a rotating membership of one-year terms, plans the activities for each quarter. The volunteers generally engage in the planned activities; however, they also may initiate individual projects based on the teenagers' needs and interests. Faculty members from art departments at the high school and junior college have volunteered to help volunteers learn about new projects for each quarter. After three quarters, the program culminates in a community arts and crafts fair and festival. The festival has drawn so many people that it is now held at the fair grounds to accommodate the group. The self-supporting TEAM program has involved over 545 teenagers and 130 "keenagers" during its three years of operation.

Benefits of TEAM Building

Intergenerational relationships can expose young adults to a holistic view of life and preserve generational continuity.[9] Through these interactions with older adults, teenagers gain knowledge of the past, an enlarged perspective on the present, insight into the future, and a sense of life as an ongoing process in which aging is a fundamental component. On the first day, a rather somber looking 13-year-old girl explained that she was an only child, her grandparents were dead, and all she did when she went home from school was watch television. Several months later, with a big grin, the same young girl said, "I have lots of grandparents now; I have a special skill that I will someday share with my children, and these people are a lot more fun than watching T.V. They talk with me!" Another young woman involved in the program reflected, "Life was all mixed up; it is not settled, but my older friends have helped me understand."

Today's geographic and social mobility have made the elderly more and more detached from both their nuclear and extended families. Often they migrate to homogeneous communities where they may experience further intergenerational isolation. These cohort communities are varied and include senior citizen centers, clubs within churches, nutrition and meal sites, retirement centers, and nursing homes. Yet the consequences of separation from family members and various age groups for elderly persons may be a lack of support, loneliness, lowered self-esteem, negative opinions of young people, and a sense of uselessness.

Intergenerational cooperation and exchange enables older people to cultivate meaningful new relationships which can support them when they are suffering the loss of relatives and friends or experiencing the onset of chronic illnesses. In addition, new young friends offer older persons a better understanding and appreciation of the values and problems of youth. A 76-year-old chair caning instructor explained, "I thought it was tough being old in 1984; it is easy compared to being young." An exchange program can add meaning and satisfaction to older peoples' lives, allowing them opportunities to influence the future by transmitting their skills and knowledge to young people. A black senior center member said, "My granddad taught me to whittle and it has brought me pleasure throughout my life. Now, through TEAM, I am teaching my grandson and his friends something that may bring them happiness. I think that's what life is all about."

Intergenerational exchange through the TEAM program also helps young people understand the aging process and aged persons, understandings vital to meaningful existence. Young and old can dispel some of the myths that separate them. Young people become keenly aware of the diversity among the aged and begin to recognize that every individual, regardless of age, can make a worthwhile contribution to society. Intergenerational programs can raise the level of living for old and young alike.

Intergenerational recreation programs have much to offer, yet they are not a panacea. Nevertheless, the TEAM program brings latch key teenagers and older persons together for mutually rewarding and satisfying leisure experiences.

Latch key teenagers and millions of older adults have not been the focus of recreation programs in the past. Yet, as our society changes, recreation and leisure professionals will be challenged to develop innovative opportunities to enhance and enrich the lives of people during their leisure time. Intergenerational cooperation and exchange may be one way to meet this challenge.

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Cardiac Wellness Games

Is There Life After a Heart Attack?

Lorraine M. Zinn and Patrick T. Long

Governor Richard Lamm proclaimed May 12, 1984 "Cardiac Wellness Day" in Colorado. The first cardiac wellness games in the country held on that date demonstrated that people with heart disease can improve cardiovascular fitness and safely participate in physically challenging activities. Registrants participated in fairly strenuous jogging, using a fitness trail, walking, cycling, stationary bicycling, and swimming. Two-thirds of the participants had already experienced some clinical cardiac event (e.g., a heart attack and/or bypass surgery); others knew they had heart disease or were considered to be at high risk. In spite of the high-risk population, however, no medical problems were experienced by participants or visitors.

Why Cardiac Wellness?

Heart disease is the leading cause of death in the United States.[1] About 43,000,000 Americans have one or more forms of heart or blood vessel disease, and one out of every five is likely to have some form of heart disease before the age of 60.[2] Approximately 1.5 million Americans will have a heart attack this year, and about 550,000 of them will die as a result. Over one-third of those who will die will be under the age of 65.

Cardiovascular disease is our society's most expensive disease. Over one-third of all disability payments administered by the Social Security Administration are for cardiovascular disease.[3] Costs in 1984 related to heart disease and medical care and lost worker productivity due to disability were estimated by the AHA to be $64.4 billion. By the year 2000, the projected annual cost is $366 billion.[4]

Most persons with heart disease, however, can improve their physical fitness and cardiovascular function through exercise conditioning.[5] Some individuals have improved their functional capacity to the extent that they have safely run a full 26.2 mile marathon after a heart attack.[6] Coronary artery disease risk factors that affect the disease progression may also be modified through exercise conditioning[7]; the response to stress may be improved; and some Type A personality traits may be modified.[8]

Cardiac Wellness Training

Exercise conditioning is the major feature of cardiac rehabilitation programs. Traditionally, the rehabilitation of cardiac patients is begun shortly after a heart attack or bypass surgery, and continues rather intensively for a three-month period on an outpatient basis. By that time, the patient is functioning normally at work, home, and in leisure.[9] The rehabilitation process is intended to continue throughout life, however, to maintain a satisfactory quality of life and reduce the likelihood of subsequent life-threatening cardiac events (such as heart attack).

The Cardiac Wellness Training Project, begun in 1982, was based on the premise that public recreation facilities can contribute to lifelong cardiac rehabilitation. Through a cooperative venture between the Research and Training

Center in Cardiac Rehabilitation at the University of Colorado Health Sciences Center (UCHSC) and the Recreation Degree Program at the University of Colorado in Boulder (UCB), recreation agencies in Colorado were surveyed to ascertain their interest and capability to provide cardiac rehabilitation and wellness activities.[10] In 1983, the Cardiac Wellness Training Project trained 55 recreation professionals to implement programs that focused on cardiovascular fitness in their local agencies.[11] In evaluating this training project, the idea for the Cardiac Wellness Games was born.

Cardiac Wellness Games

The Cardiac Wellness Games have three purposes: (1) to increase public awareness regarding the importance of cardiac wellness; (2) to educate persons regarding management and prevention of heart disease; and (3) to provide an opportunity for persons with heart disease to challenge themselves physically, demonstrating that they can lead normal, healthy lives in spite of having heart disease.

The philosophy and operation of the games were agreed upon at the first meeting of the cosponsors. First, the target population (i.e., persons with heart disease) were called *impaired* rather than *disabled*. Since different individuals would have different capabilities, physical activities would need to range from minimal to strenuous. Acknowledging the tendency in many cardiacs towards Type A behavior (i.e., competitiveness and impatience), the events were designed to emphasize and reward participation rather than competition. The key activities ("logged events") were all aerobic and replicable at home or in a local park or recreation agency. Planned to be educational as well as recreational, the games offer training for volunteers and educational clinics and seminars for participants. Finally, the games highlight both rehabilitation from and prevention of heart disease.

A full day of activities was scheduled, including "logged events," leisure activities, speakers, clinics, films, demonstrations, and exhibits. Adapted especially for the games, "logged events" emphasized participation rather than competition. No prizes were awarded, but participants received a colored "winner" ribbon for each logged event in which they participated.

Logged events included walking (on an outdoor 440-yard track), jogging (on the same outdoor track), cycling (on a 1.2 mile outdoor path), stationary bicycling (both indoor and outdoor), swimming (in an indoor 25-meter pool), and an outdoor fitness trail (1.2 mile perimeter with 17 exercise stations). Participants chose up to three logged events for the day, and determined their own starting and stopping times, as well as distance and intensity of activity. They were also responsible for appropriate warm-up and cool-down exercises, and monitored their own heart rates to stay within a safe target heart rate range.

In addition to the logged events, a wide range of activities to educate participants and visitors about maintaining cardiovascular health were offered along with yoga, Jazzercise, and volleyball demonstrations. Fifteen clinics were held, four films were shown in rotation, and home exercise equipment was demonstrated. A mobile unit from a local health department offered blood lipid testing and a computerized health risk appraisal, and two motivational speakers rounded out the program. A salad buffet lunch offered "heart-healthy" foods and received rave reviews from participants and staff alike. At the end of the day, a drawing was held with items contributed by local businesses, including activity passes, running shoes, a warm-up suit, health club memberships, and an exercise bicycle.

Sixty-three registered participants and about 40 visitors attended the Cardiac Wellness Games. Over one-third of the registered participants (38%) had previously had a heart attack; slightly under one-third (30%) had undergone coronary artery bypass surgery; and 20% had had both a heart attack and bypass surgery and/or other types of cardiovascular diseases or surgical treatment (e.g., arrhythmias, aortic or mitral valve replacement). About 10% of the participants noted that they had hypertension (high blood pressure). The majority of participants (59%) were male. The median age was 51; the youngest participant was 18 and the oldest was 71. Fewer than one-third of the participants (30%) had no known heart disease.

Cosponsors of the Cardiac Wellness Games included the Research and Training Center in Cardiac Rehabilitation, the University of Colorado Health Sciences Center, the Recreation Degree Program at UCB, Colorado Parks and Recreation Association (CPRA), and City of Aurora Parks and Recreation Department, and the Adolph Coors Company.

Volunteer staff for the games represented each sponsoring agency and included college students, recreation agency staff, medical personnel, and interested citizens. Volunteer medical personnel were assigned to each of the logged events sites as well as to other areas where groups of people congregated. All medical volunteers were certified in basic life support techniques.

Volunteers' training was considered essential to the success of this event. One week prior to the games, volunteers attended an orientation session. Clinic instructors included exercise specialists, exercise equipment demonstrators, a psychologist, a nutritionist, and physicians. They received written guidelines and emergency procedures for each activity. Volunteers received staff shirts and toured the games facilities to locate assigned areas.

Specific procedures for each logged event ensured participant safety, and participation rather than competition. Log sheets recorded each participant's logged event, as well as blood pressure, time and distance for each and heart rate before and after exercise. Modifications of events ensured a safe and enjoyable experience for each participant.

Local cardiologists and other health professionals provided medical coverage at the games. An emergency care plan and communication was written out, and on-site ambulance service linked to local hospitals could deal with medical emergencies.

To plan future games, three written evaluation forms were designed—one for participants and visitors, another for volunteers, and a third for members of the planning committee. As an incentive, participants and volunteers received a number for the final prize drawing when they turned in a completed evaluation form.

Elements for Success

A number of factors contributed to the success of the first Cardiac Wellness Games. (1) The target population was clearly defined. (2) Competition and typical Type-A behaviors were minimized by emphasizing participation rather than competition, with participants exercising within their individual exercise guidelines. (3) Multiple cosponsorship facilitated a wide range of resources for planning and implementing the games—a medical institution, an academic degree program in recreation, a local recreation agency, a professional recreation association, and a corporate sponsor. (4) The medical center was essential to the safety and credibility of the games, and to volunteer training. Ultimately, however, the enthusiasm and positive energy of the people who participated in the Cardiac Wellness Games ensured their success. Personal testimony and evaluation responses were overwhelmingly positive.

The sponsors and staff of the first Cardiac Wellness Games believe that this event has the potential to be replicated in other states. Criteria for successful replication of the games include: standardized guidelines, policies, procedures, and forms; a primary responsible agency (e.g., a recreation agency); a cosponsoring medical institution to lend credibility and ensure that the games are conducted safely; one or more corporate sponsors to underwrite the major costs of the games; a steering committee; responsible committee chairpersons to commit the time and energy to plan and conduct the games; and a primary source of volunteers (e.g., an academic degree program in recreation, physical education, or exercise science).

To ensure that subsequent games fulfill the puprose of the original games, the name "Cardiac Wellness Games" is being copyrighted and procedures, standardized. After refining those procedures and completing the second Annual Cardiac Wellness Games in Colorado in 1985, a training staff will help other states replicate the games.

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Lest They Be Forgotten

Dean A. Zoerink

Adolescence incorporates a series of developmental tasks that are mastered with some degree of difficulty by most able-bodied youth. The challenge of breaking away from family dependence countered by the pull of family reliance disrupts one rather tranquil path from childhood to adulthood.

Being different is difficult to accept during adolescence. The physical, social, and psychological conflicts of typical adolescence may be exacerbated if one is also physically disabled.

The Forgotten—
Physically Disabled Adolescents

A majority of physically disabled teenagers are often congenitally disabled; a minority have acquired disabilities. Those with congenital disabilities frequently have been diagnosed as having cerebral palsy, spina bifida, muscular dystrophy, or congenital amputations. Most adolescents with these disabilities, especially those with cerebral palsy and spina bifida, also have intellectual handicaps. And most teenagers with physical *and* intellectual disabilities are likely to be involved in specialized programs and services.

On the other hand, a sizeable number of adolescents have only a physical disability without accompanying intellectual deficits. It is they, often socially isolated or, at least, on the fringes of typical social groups, who depend upon typical family, social, educational and recreational programs to help them develop a sense of self. Because physically disabled adolescents have fewer opportunities to use their free time constructively, it is possible that their concept of self is distorted or negative.

Table 1. Comparison of Leisure Time Use

Activities	Disabled	Typical
Home		
Watch TV	67%	48%
Read papers daily	62	70
Read at least one book	65	77
Indoor games	89	88
Swimming at a community pool	30	90
Outdoor games and sports	50	75
Indoor games and sports	46	55
Hobbies	20	25
Going to dances	16	33

N (disabled) = 37; N (typical) = 33

77

The Isolated

McAndrew concluded that of 35 young disabled people interviewed, "social isolation was experienced by almost half of the study group" and "dating was rare and only a small number expected to marry."[1] Anderson and Clarke indicated that "disabled teenagers in ordinary schools were found to have a limited social life in comparison to their able-bodied peers" and that "visits between friends' homes were far less common" among disabled teens.[2]

Hospitalizations and treatments for the disability may intensify feelings of dependency and negate independency for disabled adolescents just when they want to become emotionally and financially independent.

The cultural ideal of the attractive body beautiful is impossible. Visible disabilities are stigmatized. A wheelchair, brace, or crutch is necessarily part of the body image. Yet physicians and other helping persons may emphasize the negative aspects of disability, focusing upon what the person cannot do. Thus the adolescent experiences growing isolation coupled with feelings of helplessness. After many years of treatment, disabled adolescents may have learned to be overly compliant.

Use of Time

In one of the few reports which address the use of free time by disabled adolescents, Anderson and Clarke tell how they use their time. Table 1 summarizes recreational activity patterns of disabled youth who attended regular schools, compared with their able-bodied peers.[2]

Disabled adolescents do not participate in as many social recreational activities as do typical teenagers. By contrast watching television may be a common activity for disabled teens since it can be solitary, it doesn't require special apparatus, and it is accessible.

The fact that many disabled teens did not go swimming reflects shortcomings in socialization and programs. Perhaps as children many disabled teens lacked opportunities to go swimming and feel too embarrassed both to expose their bodies and to show their lack of skill. Twice as many typical adolescents said they went to dances or parties as compared to their disabled peers. Three themes weave throughout this investigation of the use of free time: a lack of early play experiences hinders the transition from childhood to adolescence and beyond; there is an apparent lack of program opportunities to meet the needs of all teens in many community recreation programs; and greater emphasis is placed upon sports and games which require early exposure and training, as well as physical skills.

The Challenge

Recreation services for *all* disabled people has been grudgingly mandated by a society which has only recently recognized equal opportunities for all. Negative societal attitudes toward disabled people still exist. Not only are disabled people unemployed or underemployed, they continue to be relegated to second-class citizenship. Neglected or forgotten when public policy is being made, they lack accessible transportation resources and are stereotyped as sick and dependent.

Status quo recreation must challenge discriminatory attitudes so all individuals can enhance their individual leisure lifestyles. Physically disabled individuals, especially disabled teens in many recreation programs are discriminated against because "their (disability) has placed them in a position of vulnerability in that they must rely on others to assist in the creation of a leisure environment in which they can then attempt to satisfy their (leisure) needs."[3] Additionally, many recreation services emphasize youth sports programs which promote the physical ability, competition, and team spirit which physically disabled adolescents cannot enjoy.

Even the few recreation programs for disabled youth are often segregated, special clubs. Recreation services professionals must promote independent leisure lifestyles which enhance personal satisfaction in leisure. To accomplish this, they must:

- Provide enriching play experiences in which disabled children and their families can freely explore, manipulate, and interact with a variety of toys and play apparatus. These experiences will then be expanded and adapted as the children and families mature.
- Develop instruction in a variety of activities, including team sports, so the disabled teens may become more competent, skillful, and confident.
- Provide a variety of programs—several activities, rather than a few special clubs expressly for disabled teens—so each person can examine personal interests and skills.
- Let participants help make program decisions.
- Initiate satellite programming so as to offer recreation programs to a greater number of disabled teens in accessible homes, churches, or apartment complexes. Neighborhood facilities reduce the transportation burden.

We who are concerned with helping individuals develop satisfying leisure lifestyles must advocate recreation programming for all. Lest physically disabled youth be forgotten, we must ensure that recreation opportunities are available to everyone.

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Recreation as Respite

Project Play

Corrie Robinson and Michael E. Crawford

Families raising multihandicapped children experience considerable strain as both parents and normal siblings become caregivers for an abnormally extended period of time. Family members must adapt to overcome the difficulties of complicated medical treatments and diets, strong sibling reaction and maladjustment, and the demanding daily routines and duties of toileting, feeding, dressing, and transporting.[1,2] These adaptations carry over into the families' social and recreational worlds as well, where stressors revolve around the lack of appropriate programs and qualified leaders, difficulties in transporting and locating financial support,[3,4] incorporating the multihandicapped child into traditional family vacations, community activities, holidays, and special events.

Most recreational services available to families of multihandicapped children do not help sustain a normal family rhythm needed to evoke a higher quality of life for the whole family. This article shows how to use specialized recreational services to expand the family support system for those rearing severely disabled children. Project PLAY (Prescriptive Leisure Activities for Youth), a cooperative program cosponsored by the Hattie B. Munroe Foundation, the University of Nebraska at Omaha School of HPER, and Meyers Children's Rehabilitation Institute, is one such approach. Project PLAY has developed two distinct yet intertwined programs. The first provides a quality respite care alternative by developing family support resources, such as a home teaching and enrichment program which integrates recreational and social skill development. The second program facilitates changing the multihandicapped child's behavior through prescriptive recreational programming.

Designing Specialized Recreational Services

Project PLAY was developed not only to strengthen the skills and behaviors of the multihandicapped child, but also to improve the quality and quantity of family social and recreational interactions through: (1) respite care through specialized recreation programs, (2) a family support network and services, and (3) family teaching and counseling.

Quality Respite Care

Provision of respite care is facilitated by attending to year-round recreational services which transcend seasonal programming. As the goal of special recreation programs is to contribute to a higher quality and a more normal rhythm of life for both child and family, a constancy and support are essential. Thus Project PLAY provides an after-school recreational program four days a week as well as a Saturday morning program. But services must be more than consistent, they must also be an improvement over the diversional approaches so common in segregated programs. Recreational programmers have not done a good job of incorporating program guidelines to develop psycho-social interactions among participants. Multihandicapped persons will not develop these key communication skills if they are not defined and individually put into operation for each child.

Family Support Network

A family support group or network is also essential. While Friedrich and Friedrich and others increasingly document the *need* for respite care, human service agencies and researchers increasingly document the *constraints* to its effective delivery (money, transportation, and knowledge of resources). Some professionals feel that just getting a child to a special recreation program is "expensive," in terms of a family's total energy supply. The burnout syndrome in families of the multihandicapped, while still under study, reflects the need for social support groups. The social support network can aid with such matters as car pooling, normal sibling sitters, and other resources. Providing families with a monthly newsletter and special events calendar also helps combat burnout.

Experience has taught us that certain supplementary services are vital to an effective support network. These include a toy lending library stocked with multisensory toys and games. Many parents are confused over which commercially manufactured items are desirable, have safe surfaces, or are sufficiently resilient for their multihandicapped child. When professionals screen commercial items parents are reassured not only regarding the appropriateness of the toys or games, but are also more confident in initiating play with their child. The toy lending library also eases families' financial constraints, and by loaning and not giving, it avoids negative reactions that some parents might harbor over receiving "charity." Project PLAY also has the services of an adaptive equipment shop and carpenter, so that toys may be adapted, designed and built, and/or specially fitted to wheelchairs, standing boxes, and cribs, to match the child's functional abilities. This highly specialized service can make a significant difference regarding the intensity, frequency, and duration of the multihandicapped child's play. When a child lacks sufficient range of motion or strength to obtain and manipulate objects, custom modifications of the child's environment increase the opportunities for continued intellectual and sensory development.

Family Teaching

Because the play and recreational skill development of the multihandicapped child is complicated, family teaching is essential. The family teaching program seeks to strengthen the links between various family members and to broaden and enhance family recreational identity. Accomplishing this goal requires attending to the family's recreational and social habits in order to include the multihandicapped child. Each family member must understand his/her role as a socializing agent by (1) examining the consistency of his/her own behavior with the handicapped child; (2) learning to set appropriate goals and applying precision teaching techniques, such as appropriate reinforcement; and (3) developing the patience to recognize that success for anyone is relative. For many family members, positive attitude changes toward the multihandicapped child's recreation can begin only after they clearly understand program philosophy and have the training and resources necessary to deal with selecting play skills and development in home and community. The competencies and subskills in Figure 1 represent the educational materials we have developed to facilitate the family education process through Project PLAY.

Training Professional Staff and Volunteers

Family members are traditionally reluctant to leave their multihandicapped child in the hands of recreational leaders due to concern with the safety and appropriateness of services rendered the child.[5,6] If families are to take advantage of the respite care opportunities they must have confidence in the professional staff and the volunteers. To ensure this trust, we have developed volunteer and staff training modules through Project PLAY which address the skills needed to meet the complex needs of the multihandicapped child. Competencies necessary for skillful intervention with the multihandicapped consist of knowledge and skills from diverse fields including special education, therapeutic recreation, adapted physical education, and developmental therapies (see Figure 2).

Experience forces us to take issue with some authorities who feel that the delivery of recreational services does not require extensive specialized personnel training.[7,8,9] In the case of the severely multihandicapped child, we believe specially trained personnel, well versed in certain observational and teaching skills, are essential. This belief is based on the philosophical stance that purposeful behavioral changes in recreational and social skill repertoires hinge upon the delivery of appropriate and prescriptive recreational services.

Figure 1. Family Education Competencies: Parents/Grandparents/Normal Siblings

Competency 1. Understands sport and recreational skill philosophy for disabled.
- 1a) history of sport for the disabled
- 1b) normal child sport/recreational research guidelines

Competency 2. Understands role as socializing agent
- 2a) consistency in behavior
- 2b) setting appropriate goals and expectations
- 2c) dealing with success and failure
- 2d) appropriate methods of reinforcement/praise

Competency 3. Introduction to program philosophy for multihandicapped
- 3a) orientation to program's goals and objectives
- 3b) explanation of teaching strategies and expected behavioral outcomes
- 3c) demonstration of adaptive equipment uses

Programming for the Multihandicapped Participant

The goals of specialized recreational programming are for participants to learn to become self-reliant, (locus of control), to play successfully with peers (conceptualization of strategy), to realize new challenging relationships with people and the environment (motivation and anxiety management), and to acquire lifetime leisure skills.[10,11,12] Socializing agents of this process—parents, siblings, volunteers, students—assume vital roles in determining how participants perceive the rewards and risks of participation.

Intrinsic Motivation

The seeming lack of intrinsic motivation is a significant problem for the multihandicapped child. Selecting and persisting in a recreational training activity requires an optimal arousal for learning to occur. Because arousal must be (initially) generated extrinsically, professionals and volunteers must use the social and sensory reinforcers.[13] Knowing how to develop surrogate techniques for the often overused primary reinforcers (food, drink, candy, etc.) lessens the potential for reinforcer satiation and the loss of the motivational state.

Heightened Performance Anxiety

A problem related to the motivation of the multihandicapped child is heightened anxiety and/or hyperactivity. When intense participation leads to overstimulation, learning and development cease. Exposure to success-failure trials, new environments, and unfamiliar people tax the multihandicapped child's capacity to interact. It is often complicated to manage the interaction between raising motivation and monitoring nonhelpful performance anxiety. Coping processes operate well for some, disappointingly for others. Too much emotional stress can reinforce nonfunctional behaviors and can teach aggression. To monitor this process requires staff and volunteers sensitive to the responses and appropriate social learning and education available.

Consistency of Significant Others

With the multihandicapped, extremely complicated extrinsic reward systems are sometimes needed to maintain participation. Instilling prosocial behavior involves more than modeling and reinforcement.[14] Significant others must be consistent. When inappropriate behaviors are disciplined in different manners, or when reward structures differ from one child to another for the same behavior, participants become confused. In addition, gaps between parental and professional behaviors render adult models inconsistent and can generate confusion across recreational environments.

Finally, the turnover of aides, volunteers, and students, and the resulting gradations and inconsistencies in teaching styles often make management of program goals difficult. These factors all emphasize the need for educational training modules for all significant persons involved in the multihandicapped child's special recreation program.

Project PLAY is a comprehensive year-round recreation program developed to help the developing multihandicapped child and the child's family's need for quality respite care. A family support network—car pooling, information sharing, special family social events, a multisensory toy lending library and the services of an adaptive equipment shop—is an important resource to help families combat the burnout cycle. Our family teaching program focuses on family recreational habits and practices to enable individual family members to integrate their multihandicapped child into family recreational and social practices at home and in the community.

Experiences in Project PLAY lead us to believe that providing appropriate and prescriptive recreation for the

Figure 2. Training Module Competencies: Students/Volunteers/Professional Staff

Competency 1: Demonstrates knowledge and use of teaching sequences and progressions suitable for the multi-handicapped.
1a) coaction
1b) manual manipulations
1c) tactile stimulus
1d) visual stimulus
1e) verbal stimulus
1f) abstract stimulus
1g) relaxation

Competency 2: Demonstrates diagnosis of and presecriptive use of exercise for motor/structural problems of specific disabilities and injuries.
2a) permanent orthopedic impairment
2b) muscular dystrophy
2c) multiple sclerosis
2d) cerebral palsy
2e) Friedreich's ataxia

Competency 3: Demonstrates knowledge of evaluation and prescription of activity for perceptualmotor dysfunctions.
3a) balance
3b) visual tracking
3c) body image
3d) locomotion and spatial orientation
3e) hand-eye coordination
3f) bi-lateral integration

Competency 4: Demonstrates knowledge of normal reflexology and motor development swquences including evaluation and facilitating activities and positions.

Competency 4: (Continued)
4a) Fiorentino reflex assessment
4b) co-active movement progressions
4c) postural and locomotor milestones

Competency 5: Demonstrates knowledge and use of adaptive equipment.
5a) vestibular swing
5b) shoulder wheel
5c) orthotron
5d) pulley weights
5e) therapy balls and inflatables
5f) water blanket
5g) moonwalk and trampoline

Competency 6: Demonstrates understanding of sport/recreational skill philosophy for the disabled.
6a) history of sport for the disabled
6b) relevance of child sport research
6c) locus of control
6d) anxiety control
6e) level of motivation
6f) conceptualization of competition

Competency 7: Understands and demonstrates knowledge of coordianting parents, volunteers, and community resources.
7a) community/school recreation models
7b) training modules for volunteers
7c) teaching and counseling modules for parents
7d) coordination and interface with human service agencies and community resources

multihandicapped child depends upon a core group of special recreators, trained in observation and teaching. This dual approach to recreation, which develops both family and special program interventions, is the only approach which can consistently sustain a more normal rhythm and higher quality life experience for both the multihandicapped child and other family members.

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Project HALPE

Handicapped Adult Leisure-Time and Physical Education Project

Charles Daniel and John Vokurka

Physical education and leisure recreation programs are needed to train millions of institutionalized adults in physical skills, knowledge, and socially-acceptable behaviors to enable them to participate in normal adult leisure-time activities. Although millions of dollars each year are spent on recreational programs for handicapped adults in work-activity centers, sheltered workshops, and varied institutional settings, most of these adults receive instruction only in group activities and children's games. *The group activities do not prepare the exceptional adult to participate in "normal" adult leisure-time activities in a family, individual, or community setting.*

The concept of normalization assumes that handicapped adults will receive training to allow them to fully develop the skills and behaviors necessary to participate in normal adult living. Project HALPE is based on the belief that only an integrated program of skill, knowledge, and behavior training can enable a handicapped adult to successfully participate in community leisure and recreation. A person will usually not choose recreational and leisure activities without the skills or knowledge necessary to participate. Many handicapped adults trained in skills and behaviors necessary to participate in vocational and daily living situations have not received comparable training in leisure and recreation skills. This lack of instruction limits the types of leisure and recreational opportunities available and so too the life quality of handicapped adults. Federal Law PL 94-142, for all of its positive impact, does not help the handicapped adult. Money is presently directed only to research and program development for handicapped children and youth age 3 to 21. Most school programs of physical education are not designed, nor are teachers trained, to instruct adult leisure and recreational activities for the handicapped. Additionally, many community and therapeutic recreation leaders are not trained in the motor and behavior control skills which are often essential if handicapped adults are to successfully participate in community and family recreation and leisure.

Handicapped adults need more than recreational opportunities, they need instruction in physical skills, knowledge, and behaviors. Handicapped adults need HALPE.

Survey

A four year interview survey of 250 mentally and physically handicapped adults in individual residences, work activity centers, sheltered workshops, and institutional settings indicates the lack of training in physical skills, knowledge and social behaviors necessary to participate in community, individual, and family leisure-time activities.[1,2]

The survey indicates that:

- 85% of the handicapped adults surveyed lacked training in the physical skills and fitness necessary for most leisure-time and recreational pursuits.

- 98% of the handicapped adults wanted to be involved in "normal adult" recreational pursuits but felt unprepared and out of place in the recreational setting.
- 85% of the handicapped adults had never been instructed in the physical and social skills necessary to participate in leisure-time and recreational activities alone or in a small group. (Most experiences had been in large group mass activities with many handicapped adults at one time.)
- 90% of the handicapped adults had never participated in any activities except group bowling, basketball, Special Olympics, and summer camps. *Many of these adults, even though capable of instruction in normal adult recreation, were limited to group and children's games.*
- Of the staff instructing the handicapped adults in physical and recreational activities, a few had minimal training in motor development and skills instruction in physical education, leisure, and recreation.
- The staff voiced a need for training in motor skills and social development.

"Normal" Leisure-Time and Recreational Activities

"Normal adult" recreational and leisure-time activity is based upon individual or small group participation. However, the survey indicated that most handicapped adults, often treated as children, receive no instruction in the physical or social skills necessary to participate in "normal adult" recreational pursuits. The handicapped adults surveyed were relegated to group participation in children's activities, often in groups of 15 to 30 individuals. The lack of physical and social skills limits the handicapped adults in the "types of leisure-time activities in which they can participate in their leisure time away from the workshop or institutional setting."

Recreation programs at work-activity centers, institutions, and half-way homes shared the following characteristics:

- There was a lack of skill and fitness instruction—most activities were group-recreational in nature with no skills taught, even in games requiring skill.
- The handicapped adults received no instruction or training in individual and family leisure-time activities.
- The staff played (not instructed) such group games as basketball and bowling even though few of the handicapped adults were able to perform the necessary skills to play successfully or enjoyably. The author watched 24 handicapped adults participate in a basketball game where not one adult could dribble the ball and only two adults had the strength or skill to shoot the ball above the rim. No skills, or fitness, were taught.
- There was total lack of any instruction in proper skills, knowledge, or social behavior necessary for use in a community, individual, and family setting.
- Many of the staff expressed opinions that the handicapped adults could perform only on a very low level of physical and skill performance.
- The staff members' attitude toward their clients was one of adult to child.

Handicapped adults can be instructed in skills necessary to participate in "normal adult recreational activities" with varying individual success. Recreational programs for the handicapped adult must include the necessary physical education, social skills, and fitness instruction needed to provide the opportunity and ability to be involved in adult leisure-time and recreational pursuits. *There is no excuse for the massing of handicapped adults and the lack of proper instruction to meet their needs.*

Handicapped Adult Leisure-Time Project "HALPE"

Western Kentucky University's Physical Education and Recreation Department and Barren River Regional Mental Health and Mental Retardation Board have joined together to develop the Handicapped Adult Leisure-Time Physical Education Project (HALPE).

The project's purpose is to develop and implement a total physical education program to enable handicapped adults to participate successfully in *adult* recreational and leisure-time activities. The "HALPE" program is developing a total package of assessment tools, instruction methods, materials, program designs, and evaluation methods that can be replicated and implemented in work centers, sheltered workshops, and various other institutional settings for handicapped adults. The "HALPE" program will provide a total program of physical education, leisure and recreation that allows each exceptional adult to be instructed in skills, knowledge, and behaviors to successfully participate in adult leisure-time and recreational activities on an individual, family, and community basis. From this framework, parts may be taken to develop other models more applicable to other settings.

Significance of Program

Every adult, handicapped or not, needs physical and social skills to participate in leisure-time activities. The ability to recreate directly affects the ability to have a mentally, physically, and socially healthy life. HALPE is the first program to attempt to identify, classify, assess, develop, and implement a program of successful adult physical education and recreational instruction for handicapped adults.

HALPE is based on four individual assessment tools, each a progressive data gatherer.

1. *Parent/Guardian Leisure and Recreation Assessment* (to identify activities the handicapped adult may participate in with the family)
2. *Fundamental Fitness and Locomotor Skills for Leisure and Recreation Assessment* (to identify the level of fitness and locomotor skills required for successful participation in the community, and identify the level of possible participation)
3. *Leisure and Recreation Skill, Knowledge and Behavioral Assessment* (an individual task analysis of leisure and recreation skills, knowledge and behaviors for successful participation in community leisure and recreation (IRP)
4. *Individual Recreation Plan and Community Placement (IRP)* (Each handicapped adult receives an IRP, and upon successful completion of skills, knowledge, and behavioral training the client is placed in a community setting.)

The program is now in the fourth year of instruction and development and will publish a pamphlet at the end of the year. Qualified physical educators and recreators interested in being trained to implement the program should contact Charles Daniel, Department of Physical Education and Recreation, Western Kentucky University, Bowling Green, KY 42101. Phone (502) 745-3347.

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Project Recreation, Fitness, and Development

Emory, 76, had planted himself in front of the nursing home television set to watch the days go by, each a rerun of the one before.

Sally, 43, had resigned herself to sitting out the future. Overweight, winded by the slightest exertion, she spent her free time at the sheltered workshop and at home snacking and playing an occasional game of "Uno."

Bo, 11, loved to watch sports events at the nearby college. His spina bifida, obesity, and hand-me-down wheelchair didn't give him much hope of ever becoming a college athlete himself.

Project Recreation, Fitness, and Development (RFD) changed all that. Begun in the fall of 1983 at Georgia Southern College, RFD is dedicated to meeting the recreation and physical fitness needs of underserviced special populations in the small towns and rural areas of southeastern Georgia. Each week college students who are enrolled in therapeutic recreation and adapted physical education classes get together with nursing home residents, middle-aged adults from community mental health and mental retardation centers, and elementary school children from special education classes for two hours of one-on-one and/or group activities. Before the activity sessions, the college students assess each RFD participant's general fitness and capabilities, in order to design, implement, and evaluate activities for each individual.

RFD sessions take place on the college campus or at a participant's school, agency, or home. Activities include "easy-does-it" group exercises (often with an RFD participant as assistant leader); vigorous games and contests; movement exploration, social dance, and craft opportunities; individual and team sports skill lessons; and various activity clinics (adapted aquatics and wheelchair tennis clinic/demonstrations have been two of the most popular). In keeping with the ingrained rural spirit of independence and neighbor-to-neighbor outreach, RFD receives no outside funding. To date, Project Recreation, Fitness, and Development has served over 500 special rural friends and neighbors in an eight-county area.

And what about Emory, Sally, and Bo? As a result of RFD, Emory got his picture in two newspapers and one magazine and became RFD's most famous "It's never too late to get physical" public relations advocate. Sally learned a little about proper diet and exercise, lost weight, and now helps out as an RFD leader and program assistant. Bo's parents are looking into lightweight sports wheelchairs, and Bo is talking about going to college and maybe coaching a wheelchair basketball team.

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MTSU/Rutherford County Youth Diversion Program

Using Recreation and Leisure in Juvenile Corrections

Donald P. Schneller and E. Ron Mendell

Pretrial diversion programs have gained wide acceptance in the United States during the past 10 years with both adult and juvenile offenders. While taking various forms, the programs give accused individuals the option of being treated outside the formal criminal or juvenile justice systems.

Criminologists especially recognize the benefits of keeping individuals away from detrimental correctional institutions, in which (1) the negative effects of criminal labeling, (2) the learning of criminal attitudes, values, and skills through close association with other deviants, and (3) social conditioning which reinforces antisocial behaviors all occur. Criminologists suggest that these factors contribute to high recidivism rates in correctional institutions; pretrial diversion programs help avoid these adverse factors.

The Middle Tennessee State University (MTSU)/Rutherford County Youth Diversion Program (YDP) is a juvenile diversion program jointly sponsored by MTSU and the Rutherford County Juvenile Court. A first offender who elects to participate in the Youth Diversion Program receives several benefits. If the offender successfully completes the program, all official charges are dropped, the offender is not required to appear in court, and does not receive a permanent arrest record.

The Youth Diversion Program was developed as a three-credit-hour sociology practicum course at MTSU. University students who enroll in the course work one-to-one with juveniles in the program. Students are supervised by the UDP director and spend four hours each week with their assigned youths and one-hour attending a weekly class.

Each student enrolled in the Youth Diversion Practicum is assigned a juvenile referred to the program by the juvenile court. Students meet with their assigned youth in the community. They spend time in recreational and leisure activities through which they build rapport between the youth and the student worker. Following several weeks of rapport building the student workers analyze their youth's problems. After problems have been discovered and discussed with the instructor, a program is established to ameliorate them. Students are instructed in two different techniques: (1) *child advocacy* is an intervention method used to solve a youth's problem, and (2) *behavior modification contracting* is used when a juvenile's behavior needs to change.

The Youth Diversion Program differs from most other correctional programs in that it emphasizes leisure and recreational activities carried out in community settings and other natural environments. Traditional diversion programs have focused on individual or group therapy, counseling techniques probably of limited value with juvenile offenders because of their generally low level of motivation toward self-improvement and their limited ability to translate counseling insights into real world solutions.

Recreational and Leisure Tools in Juvenile Correction

Recreational and leisure activities seem to have universal appeal to people of all ages, and even more so of young people. Two direct benefits can be derived from applying recreational and leisure activities with juvenile offenders. First, they establish initial rapport. Without a trusting relationship, very little change can be expected in a youth's behavior. Recreation and leisure activities provide a supportive social milieu for both the student worker and the juvenile. The recreational atmosphere accelerates both the frequency and intensity of sociopersonal interactions. We have found no better facilitator than recreation and leisure activities to build supportive personal relationships.

Second, they help the juvenile maintain a high motivation and commitment to the program. Many youth are withdrawn and reluctant; they drop-out. Not only is drop-out not a significant problem in YDP, but most of our youth maintain a high level of emotional involvement and look forward to spending time each week with their student workers. We believe that the quality of personal involvement, facilitated by recreation, accounts for our recidivism rate being half what it is for juveniles placed on probation in the same county.

Recreation and Leisure Activities In the Youth Diversion Program

Selection of recreational and leisure activities in the YDP is largely left to the juvenile and the student worker. However, some guidelines are provided. The student worker is not allowed to pay for the youth's recreational expenses. To do so would create an undesirable dependency and may continue with activities that many youth could not continue after completing the program. The scope of activities is thus limited by the youth's personal and environmental resources. Traditionally the most important of these are money and means of transportation. However, in many cases limitations can spur a process of discovery between the worker and the assigned youth. As they explore the community together, they often discover more activities are available to them than they thought. Locating suitable leisure and recreational activities in the community is a major lifetime leisure education goal for juveniles. Without the support and assistance from their student workers, many would never invest the time needed to acquire these skills.

Clients are given great freedom of choice and a variety of activities during the initial two weeks of the program. This diversity aids the discovery and rapport building between the student worker and the juvenile. As the program progresses activities allow for more genuine communication and interpersonal interaction between the worker and the youth and, in turn, provide opportunities for discussing needs, problems, and potential solutions.

Setting Up a Youth Diversion Program

A youth diversion program in a university or college is similar to any internship course. A course university level proposal must be submitted and approved, or the program can be offered as a special projects course. At the juvenile court level at least one judge must be willing to refer youngsters to the program. This, of course, means the judge must be receptive to the concept of pretrial diversion. Educational sessions with judges and caseworkers are essential in establishing clear goals, directions, and program guidelines. Such sessions also help university faculty gather important inservice information for the student workers.

The MTSU Youth Diversion Program has been operating successfully since 1978 as a sociology practicum course at Middle Tennessee State University. During this time the local county has enjoyed a virtually cost-free juvenile correctional program. Follow-up studies have indicated that our program is much more effective than traditional programs, particularly in recidivism, and attribute our success to the use of recreation and leisure activities as a medium for correctional change. The YDP has received warm support from the community and the juvenile court, as well as the university and its students. Replication of YDP in other communities is a proactive solution to the problems of juvenile offenders. The process for establishing a Youth Diversion Program depends on educating the local judiciary system regarding the methods and benefits of such an approach. For information, contact: Donald Schneller, MTSU, Box 10, Murfreesboro, TN 37132; Phone (615) 898-2300, ext. 2517.

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Special Citizens Helping Themselves

Leisure Today Focus

Julian U. Stein

Bill Greene became a paraplegic at the age of eighteen as a result of a gunshot wound. But he did not let his confinement to a wheelchair interfere with his personal aspirations or his concern for others. In 1972 Bill brought wheelchair basketball to Washington, DC, where he organized the "DC Smokers" and served as both coach and point guard. In the beginning Bill had to scour the metropolitan DC area to find players for the Smokers. Many individuals he recruited had never participated in sports, but with Bill's guidance and coaching these individuals have not only played the game, they have played it very well.

As Bill saw at first hand what active participation in sports meant to his team members, he continued to recruit new players. He expanded the program to include track and field, table tennis, swimming, weight training, and tennis, to name but a few. During these formative years Bill noticed that virtually all sport and recreational activities available to individuals in wheelchairs were for adults. Little in the way of wheelchair sports seemed to be available for children and adolescents. Thus a dream was born and New Life, Inc., became a reality. This nonprofit organization was designed to provide children in wheelchairs throughout the metropolitan Washington, DC area with opportunities to participate in a broad range of sport and recreation activities. The goal was to help special children learn different sports' skills, to become more physically fit, to participate and compete at their own levels and, most of all, to *have fun* in ways many had never dreamed possible.

Since its beginning the program has grown and prospered. Today teams for children as young as five years of age represent Prince George's County, Maryland, Montgomery County, Maryland, Northern Virginia, and Washington, DC. Each child practices and participates regularly, learning about themselves through sports and through their communities. These four teams compete against each other in special meets with each team having its unique uniform. Children can participate in regional meets sponsored by groups in other states, many of which have followed Bill Greene's model.

Carla Ramsey and Saca Hunter, both outstanding wheelchair athletes, are two of Bill Greene's star pupils. They started in the New Life program when they were seven years old.

A fifteen-year-old with spina bifida, Carla is a national wheelchair sprint champion. About the same time Carla started participating, she served as mascot for the DC Smokers. When she threw the first ball to start the game, she could only lean on her crutches and feebly kick the ball to the official.

Saca, a double leg amputee, gained international prominence this past August as one of eight women to participate in the special 800 meter wheelchair demonstration race during the 1984 Olympic Games in Los Angeles. She was the *youngest* competitor. To reach Los Angeles, Saca had to go through U.S. trials seeded sixth to emerge third. She qualified for the finals at Los Angeles with the fourth best international time, and finished in that position in the Olympic finals—quite a feat for one just fourteen years of age.

These three pioneers, Bill, Carla, and Saca, continue to serve as examples for adults as well as children for what is possible when a person chooses activity instead of despair and when those who can teach take a little interest in people as individuals, focusing on abilities instead of disabilities. For his efforts on behalf of wheelchair athletes Bill Greene received the most recent American Alliance Chavin Award. Carla and Saca continue to reach heights of which they had never dreamed, and their examples show that those with thrust and drive to power their own dreams can overcome any physically disabling condition.

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RECREATION DEVELOPMENT

In the American Countryside

4

"As rural communities have become more complex and sophisticated, the public has discovered that natural resources alone do not meet recreational needs. Efforts are therefore necessary to provide social, cultural, fitness, and sports activities that contribute to the quality of rural living."

Section Editor

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Living in the Wilderness

I'll tell you—my life has been out in the wilderness, in the wonderful Canadian wilderness. I'd go from one place to another—a new campsite every day. In the evening, at sunset, or after I'd have my meal at the open fire, I'd sit down and have a pipe. Later on when the sun had set, I'd take a drink and crawl into my sleeping bag away from the fire in the snow—30-40 degrees below zero—and have a good night's rest. I'd wake up in the morning before dawn, then I'd rise free of care. I would get up, go over to the fire and it would still be burning embers. Then I would take a snow bath and be set for the day. I'd pack up and go to another campsite and start my new campsite at noon by getting enough wood together to have a big fire for the night.

That's the way to live, and that's what I'm trying to get all these young people in Canada to do. Then they don't need to go to Florida. They're in a wonderful country that has more to offer than any other country in the world, but you've got to make use of it, and that's what most people are not doing. They don't lead a natural life. That's why they move to Florida, become fat and miserable and good-for-nothing and then end up in old folks' homes. The people here are 80 years old—that's 30 years younger than I am. I'm *110* this year and I enjoy life. I get up to my place at Piedmont and I get someone to hang onto me in my travels because I need help. I need someone to hang onto. I'm afraid of going out alone but as long as I can carry on with somebody to help me, I'll carry on and get something out of life.

I was born in Norway and spent most of my time in the wilderness where I learned to live. When I came over here I was working for a company in Cleveland, Ohio and they sent me out to some places where nobody else wanted to go. One day in 1902 I was sent to Canada to the place where the railway was going to go to sell the machinery for building the railway. I had to live among the Indians. I learned to speak Cree. I speak better Cree than Francais. I found the Cree people wonderful before the white man had anything to do with them. Now a good many of them are ruined. The white man has ruined them. But originally the Indians were all right.

In 1930 I suffered a breakdown in my business. I lost everything and that's the best thing that ever happened to me. I cut loose from business and since 1930 I've lived in the wilderness all the time doing something for other people. I've succeeded in doing something for the young people and that's the reason I got the Order of Canada in the 1970's.

We had hare and hound races, on skis, and I was the hare, the rabbit. Somebody said, "Look at that rabbit going." Ever since then the Indians named me "Chief Jackrabbit." I'm the chief of the Cree Indians, Chief Jackrabbit—Okumakun Wapoos—that's the Indian name.

> *"If you travel in the right way out in the wilderness, you've got to make your own trails. You've got to get your own wood, get the fire going, handle it all. You've got to find your own way."*

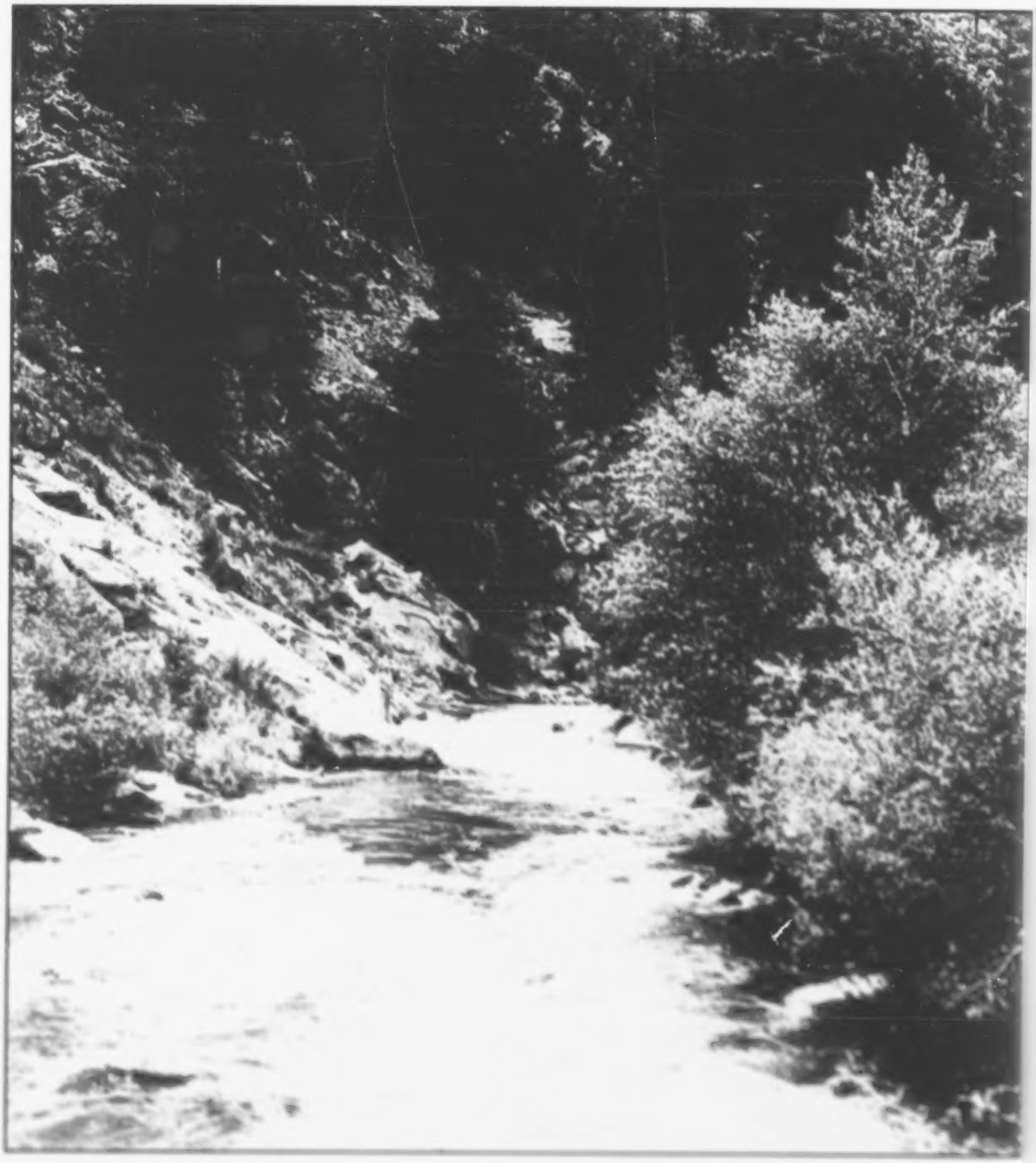
Well, I started that idea of living out and they told me at that time, "You are crazy—you can't get people to do that—sleep out? No." And now, today, that's the most interesting, most appreciated part of the whole thing. They're more interested in "coureur de bois" in the competition, running 100 miles in two days, sleeping overnight and carrying a pack, but everything is done for them at the campsite. If you travel in the right way out in the wilderness, then you've got to make your own trails. You've got to get your own wood together, get the fire going, and handle it all and find your own way. They haven't gotten that far yet.

I've skiied ever since I could stand on two feet. At 2 years old I learned to fall down and get up again. I have skiied all over Canada. You see that sweater? That was given to me in Ottawa last weekend. We had 600 young people—600 boys and girls between 6 and 14—in a competition that's going on all over Canada, from Newfoundland to Victoria.

We run the marathon in order to fool people who live in the big centers—to fool them into the outdoors. The only way to do that is to get people who live in the centers interested in the outdoors—to get them out in a big crowd. We meet thousands of people who live in the big centers who are not interested in skiing . . . not interested in any sport, except for watching TV, but if you can get them out in the big crowd, then they are interested.

But most of the people who live in the city don't want anything else. They're mistaken—they should be getting out of there. We don't want to crowd the wilderness with all those people, but they're gradually getting into the right way of living.

It's a wonderful country but you've got to make use of it in the right way—by being out. I envy young people who use the wilderness—in the summer, with a canoe—and then use the same portages in winter on a pair of skiis. February, March and April are the best times of the year. The animal life is wonderful. It's the mating season of the fox, the wolves. You can see how the moose lives in winter in the moose yard. It's very interesting. You see where the otter is going and then you take advantage of what Canada has to offer and what the country can do for you. And you don't need to go to Florida. This country is better in February, March and April than Florida.



"It's a wonderful country, but you've got to make use of it the right way -- by being out."

Rural Change and Social Institutions

Implications for Providers of Leisure Services

Thomas Buchanan and Jacquelin P. Buchanan

Municipal recreation programs and services began evolving in America around the turn of the century in response to growing urbanization. Many urban leaders believed, although with little empirical support, that recreation opportunities could help counteract growing crime rates, poverty, and juvenile delinquency associated with urbanization (Murphy, 1975). Recreation services were then initiated largely as urban social welfare programs, and they have grown as urban populations have grown. They have become widely accepted responsibilities of urban governments, and urban residents have come to rely on them as important components of urban lifestyles. But recreation programs and services have not, until very recently, been widely included in rural community priorities.

Because rural areas lacked many of the factors that initially encouraged development of recreation programs in urban areas (e.g., high crime rates, crowding, loss of large amounts of open space), rural recreation programs and services have lagged behind those in urban areas. A noteworthy change in this trend has recently become evident.

While many American rural areas may still have small, geographically dispersed populations, significant and widespread change is under way. Present rates of population growth and net migration favor less densely populated areas; in fact, turnaround migration (urban to rural migration) is an established phenomenon in the United States (Brown, 1984; Johnson & Purdy, 1980; Wellman & Marans, 1983).

Effects of change

The consequences of population change in rural America include some of the following: changing community socioeconomic status, residential stratification (e.g., oldtimers vs. newcomers), and changing community tastes and preferences. These changes suggest the need for a new mind set for public officials. Population growth generally affects demand for public services (including leisure services), level of facility use, amount of tax revenue generated, and economies of scale. Public policy developed to deal with small sizes, low densities, population declines, and extractive economies may no longer be appropriate for small-town rural America (Brown, 1984). It will be necessary to reexamine old recreation programs and develop new leisure services to suit changing community values and lifestyles.

Understanding the rural community

Most rural areas have common problems that set them apart from urban areas. These problems increase the cost and complexity of providing leisure and other human services.

1. Geographic dispersion: rural areas are characterized by small populations spread over large physical distances. This dispersion complicates ascertaining and satisfying rural community needs.

2. More units of government per capita than urban areas and small, overlapping governments: many rural areas have responded to changing social needs by creating new organizations or levels of government to deal with each group of needs. This ad hoc approach has often created local government entities with ill-defined responsibilities and objectives, and groups of government units with overlapping responsibilities. Responsibility and accountability are often hard to establish within these small, multifaceted local government structures.

3. Small revenue generating ability: a relatively small number of people must provide the budget for services needed in the community. Because populations are relatively small, there is typically a small indebtedness capacity, and little revenue is available for the capital development projects which are often needed for effective delivery of recreation services.

4. Heterogeneous populations: urban areas are often characterized by identifiable homogeneous groups with relatively homogeneous service needs. Rural areas, and especially rural areas into which many previously urban residents have moved, are characterized by smaller groups with more diverse needs and demands.

5. Lack of economies of scale: in urban areas, decision makers strive to serve large numbers of people. Large programs and facilities benefit from economies of scale—the larger the program or facility, the less per capita or per unit it costs. However, because of the relatively small populations and capital development budgets in rural areas, economies of scale are rarely reached (Rodgers, 1982).

These characteristics, when coupled with rural change, have direct implications for community structure and function.

Five primary social institutions that are influential in community value formation and are critical in understanding leisure service needs are schools, families, religious institutions, economic institutions, and local government (Swanson, Cohen, & Swanson, 1979). These social institutions are shaped by community values, which in turn serve to protect and preserve. Proposed changes (such as the public provision of leisure services) will affect and be affected by prevailing values. All change is regulated by a filter of values, norms, opinions, and attitudes of individuals and the social institutions of which they are a part.

Implications for rural recreation

Any rural recreation program, in order to be successful, must comply with community values and norms since these play a significant role in all community development. These values and norms mold the com-

The new and different needs, problems, and expectations of today's rural residents have generated a growing need to identify those elements that contribute most to one's sense of community and satisfaction with community life.

munity's primary social institutions. Kurtz (1968) describes a network of informal "gatekeepers" associated with these primary social institutions. These gatekeepers are the key individuals who help others acculturate—that is, become skilled at finding appropriate solutions to social problems. Whether they be politicians, church patrons, or school teachers, gatekeepers understand community dynamics and know how to locate available resources. They are therefore key personnel in establishing and promoting a successful leisure services program.

Too often, recreation program administrators overlook community values. It is easier to plot budget strategies and program events than to decipher and influence deep-rooted community values; but the "expert who is going to help save you" is frequently ineffective if he or she does not have an understanding of basic community institutions and the values they foster.

All successful recreation programs must be built upon a collaboration with affected institutions and people. Both recreation providers and community members must be willing to participate, negotiate, and compromise if their effort is to produce more than frustration and futility. Recreation program proponents must thoroughly understand the makeup and temperament of the community before they can include recreation as a useful and constructive public service. This is a normative and value-laden process (Archer, Kevy, & Bisch, 1984), and requires attention to institutional and individual values. Consensus building is the backbone of this process, and is an art that takes time and practice to develop.

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The Role of Leisure

Satisfaction in Rural Comminities

Lawrence B. Allen, Patrick T. Long, and Richard R. Perdue

From a pragmatic perspective, a community is a social system, a structural organization that integrates various attributes, opportunities, and services to fulfill its residents' needs. Immigration and economic changes in rural communities have drastically changed the complexion of rural America. The traditional concept of a rural community as a stable, self-contained, homogeneous, and primarily agrarian social unit no longer applies. The new and different needs, problems, and expectations of today's rural residents have generated a growing need to identify those elements of community life that contribute most to one's sense of community and general satisfaction with community life.

Information about satisfaction with community life gathered by researchers over the last two decades has had practical and heuristic value. The information has been used by public officials to establish priorities for effective social policy. In addition, scholars have found that one's satisfaction with community helps determine one's perception of personal well-being (Marans & Rogers, 1975). Community satisfaction and personal well-being influence each other, and both are major components of the broader concept of quality of life.

Community life satisfaction

Many early efforts at assessing community satisfaction emphasized objective measures of local conditions on the assumption that indicators such as unemployment rate, educational level, crime rate, and number of medical professionals would provide an adequate measure of the quality of community life. These measures, however, were found to be inadequate predictors of satisfaction with community life. More recently, scholars have found that the individual's subjective evaluations of community services and opportunities better predict general satisfaction with community life than do the more traditional objective indicators or social statistics ([illegible], 1978; Marans & Rodgers, 1975; Rodgers & Converse, 1975).

Researchers using this subjective approach have found that people's responses to global questions re-

Table 1. Dimensions of Community Life

PUBLIC SERVICE
- Fire Protection
- Welfare and Social Services (public assistance)
- Public Transportation to and from other Communities
- Police Protection
- Local Government
- Roads and Highways
- Public Health Services

FORMAL EDUCATION
- College/University Courses (for credit)
- Public Schools (K through 12 programs)
- Technical and/or Vocational Training for Course Development

ENVIRONMENT
- Physical Geography or Terrain
- Environmental Cleanliness (air, water, soil)
- Climate and Weather
- General Appearance of Your Area of Town
- General Appearance of Your Town/Community

LEISURE
- Private/Commercial Recreation (health clubs, movies, bowling)
- Publicly Funded Recreation (social, cultural, and sports/fitness programs for youth and adults)
- Adult Education (noncredit classes)
- Parks and Open Space

ECONOMICS
- Shopping Facilities
- Cost of Living
- Housing (cost and availability)
- Utilities (water, gas, electric, sewage)
- Job Opportunities

CITIZEN INVOLVEMENT AND SOCIAL OPPORTUNITIES
- Opportunities to be with Friends and Relatives
- Citizen Input into Community Decisions
- Churches and Religious Opportunities
- Opportunities in Civic and Fraternal Organizations
- Opportunities to Become Familiar with other Residents

MEDICAL
- Hospital and Medical Facilities
- Medical Doctors
- Dentists
- Emergency Services

garding general satisfaction are quite different from their evaluations of specific community attributes, conditions, or services. Global measures therefore have limited utility unless they are related to specific community attributes (Kennedy, Northcott, & Kiazel, 1978). There is, however, little consensus about which specific community attributes are most relevant to general satisfaction.

Recreation's relationship to community life satisfaction

Most investigations of community life—rural or urban—rarely address the full impact of recreation services and opportunities. Some researchers conceptualize recreation merely as park land; others address only recreation services for specific subgroups. Also, some investigators have viewed recreation as a separate dimension of community life, while others have included it within another category.

Given the various descriptors used, it seems natural that findings about recreation's relative importance to community life satisfaction have varied greatly. For example, Sofranko and Fliegel (1984) found that recreation rated third behind friendliness of neighbors and shopping facilities in determining one's general satisfaction with community life. Blake, Wiegl, and Perloff (1975), who defined recreation as entertainment facilities, outdoor recreation opportunities, and clubs and organizations, found that recreation rated second as a predictor of a person's attachment to his or her community.

Rural Colorado recreation study

Investigators with the Colorado Rural Recreation Development Program recently attempted to assess more accurately the impact of recreation opportunities and services on an individual's general satisfaction with community life (Allen and Beattie, 1984; Long, Allen, Kraus, & Kieselbach, 1986). Initially, 25 elements of community life were selected from investigations by Ladewig and McCann (1980), Flanagan (1978), Goudy (1977), and Rojek et al. (1975). After several investigations, these were eventually refined into a scale of community services and opportunities consisting of 33 specific elements of community life, organized into seven "dimensions" (see Table 1).

The leisure dimension was conceptualized around the broader concept of leisure life space. Leisure opportunities encompass more than those services offered by public recreation agencies. They include programs and services offered by public, private, and commercial operations, as well as informal opportunities available through the provision of parks and open space.

Most studies of community life satisfaction ask respondents to indicate either their satisfaction with various dimensions of community life or the importance they attach to those dimensions. Previous efforts by Allen and Beattie (1984), however, revealed that both types of responses are valuable.

Using this approach, the investigators collected information from a random sample of households in 18 rural Colorado communities ranging in size from less than 100 households to approximately 1,100 households. Each respondent rated the importance of the 33 elements of community life, as well as his or her own satisfaction with them, using a five-point scale (5 = very important or very satisfied, 1 = very unimportant or very dissatisfied). Mean importance and satisfaction scores were calculated for each dimension. Also, the respondent was asked to give a global assessment of community life conditions.

Health and financial matters took precedence over other, less subsistence-related dimensions. These findings are quite consistent with Maslow's and Murray's hierarchical theories of human needs, which specify that physical and safety needs take precedence over other affiliative and achievement needs. It is interesting to note that rural residents did not take the environment for granted, but viewed it as a very important benefit of rural life.

As in other investigations that have asked for comparative assessments, satisfaction ratings were generally lower than importance ratings, which may be partially explained from the perspective of commitment. To acknowledge that a particular community attribute is important implies little personal commitment; to acknowledge one's own satisfaction with it, however, is a gesture of acceptance and approval that individuals are less willing to make.

The environment and medical services dimensions received high mean scores for satisfaction and importance. The economics dimension, on the other hand, was considered very important, but was the dimension with which respondents were least satisfied. Certainly, this result is understandable, given the economic instability of rural Colorado for the past few years. Recent changes in the economic vitality of the region, however, appear not to have influenced residents' perceptions of the environment, social opportunities, or medical services, with which they have remained relatively satisfied.

Residents were neutral about their satisfaction with leisure services and opportunities. While this finding is surprising given the outdoor recreation opportunities in the region, it may suggest that rural residents are seeking more than just resource-based recreation opportunities. Advances in communication and the tremendous immigration to many of these communities have exposed the residents to a variety of recreation services that they may now expect in their own communities.

Although the importance and satisfaction ratings are valuable, they do not clearly show which dimensions are highly related to community satisfaction. To determine which dimensions are most strongly related to one's general evaluation of community life, investigators used regression analysis to examine the potential relationships. Only the satisfaction ratings were used for this analysis, because previous research had revealed that importance ratings are not strong predictors of one's general assessment of community life (Allen & Beattie, 1984). Three dimensions contributed significantly to one's global assessment of community life (see Table 2). The total variation in the global measure which

Table 2. Regression Analysis: Overall Evaluation of Community Life with Community Dimensions

Multiple R	.64
Adjusted R^2	.40
F-Value	23.19

Dimension	Beta Weight	Significance Level
Public Services	.28	.001
Environment	.24	.001
Leisure	.12	.05
Citizen Involvement & Social Opportunities	.11	.06
Medical Services	.08	.20
Economics	.07	.29
Formal Education	-.06	.34

could be explained by the dimensions was 0.40. Public service was the best predictor; environment and leisure were second and third, respectively. The remaining dimensions were not significantly related to one's general evaluation of community life.

Implications

These findings have some interesting implications for public policy in rural communities. For example, rural residents view medical services, economic stability and opportunities, and environmental quality as the most important aspects of community life, and public officials might accordingly direct their energies and resources toward these areas. If, on the other hand, public policy were determined by perceived deficiencies, then the satisfaction ratings suggest that public energies should be directed primarily toward alleviating rural residents' dissatisfactions with economic conditions and leisure opportunities.

Either approach has disadvantages. Regression analysis reveals that those dimensions with high importance ratings, except for the environment, have little relationship to general satisfaction. This finding suggests that the dimensions people consider most important to community life satisfaction are not necessarily in themselves satisfiers. Rather, they may be necessary but not sufficient precursors to satisfaction.

The use of satisfaction ratings alone is equally limiting. Those dimensions with which the residents are least satisfied may also be the ones they perceive as least important, as was true of leisure services and opportunities. Analyzing both sets of ratings suggests that public funds should be expended for economic improvement but not for leisure services, a misleading conclusion in light of the strong relationship the leisure dimension had with one's general assessment of community life. The regression results suggest different priorities—general community life satisfaction can best be increased by addressing public service, environmental, and leisure needs. These findings point out the need to investigate the relationships among community dimensions and general satisfaction, as well as to analyze the importance and satisfaction ratings for each dimension separately.

Some aspects of community life are critical to people's subsistence, while others are essential to their general feeling of well-being and satisfaction. Leisure services fall into this latter category. Public officials and community development specialists must recognize this dichotomy in people's perceptions of community life. A preoccupation with subsistence issues will not bring about a true sense of well-being or community satisfaction. Such issues as leisure services and the environment must be given adequate attention, along with the more traditional concerns of health, economics, education, and general public services, if a true sense of community satisfaction is ever to be achieved.

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Recreation and Rural Families

Patrick T. Long and Jim Stiehl

Prompted by traditional economic concerns and by the search for a better quality of life, Americans are moving to small towns and rural areas. On top of conventional demands for material well-being, those seeking fulfillment through a rural lifestyle are imposing new demands for intangibles: pleasure, participation, a sense of community, stimulation, adventure, meaningful leisure.

The search for a better quality of life includes two important and interrelated ingredients: *leisure*, because for many it is becoming a primary sphere of activity; and *family*, because despite undergoing significant changes, it remains the strategic unit of our society. Although leisure can contribute to family cohesiveness and a more satisfying lifestyle, it should not be viewed as an antidote for family and social problems. Rather, we suggest that by understanding how leisure can serve as a source of solidarity and adjustment to families, we can provide effective recreation services to families in rural communities. Further understanding requires consideration of the following: (1) characteristics of rural life; (2) leisure and recreation opportunities in rural settings; (3) recreation and the rural family.

The relationship between family lifestyle in rural areas and family involvement in leisure pursuits is being investigated in an ongoing project at the University of Colorado. The project has focused on the family within both the energy-impacted community and rural communities which have sought a more relaxed, agrarian lifestyle. Since a major element in the migration to rural areas appears to be quality of life, we are attempting to understand the family in such settings and to explore the contributions made by leisure and recreation to rural family life.[1]

Characteristics of Rural Life

Half a century ago the American countryside differed from the city in nearly every way—the people lived longer, had larger families, worked on the land, wore different clothing, ate different foods, and attended different schools and churches.[2] Today, urban and rural lifestyle distinctions are vague. The automobile has emancipated rural people from the land and released urban people from the city. Consequently, rural people are becoming indistinguishable from urban people on the basis of values, consumption patterns, vocations, and lifestyles.

Defining the concept of rurality becomes even more difficult when one considers the enormous diversity among rural communities. Basic differences may exist between two communities only a few miles apart. Some rural areas are bursting with new residents—some are quietly dying. Some rural areas are basking in prosperity—some remain remote, isolated, and lonely places whose residents struggle in an oppressive atmosphere of poverty.

Leisure and Recreation Opportunities

For many, life in rural America often is a rich opportunity for recreation and leisure. Scenic pastoral countrysides replete with fresh air, open space, natural resources, and a more serene pace of life are aspects of rurality that urban planners try to capture in city parks. But as Gelvin notes, "contrary to this pleasant picture of rural environment is the bulk of citations in the literature proclaiming the need for more recreational opportunities in rural areas."[3] Granted, recreation services are a mainstay of numerous rural economies in areas with attractive scenery, lakes, and mountains, but many rural areas have a substantial need for more recreational opportunities.

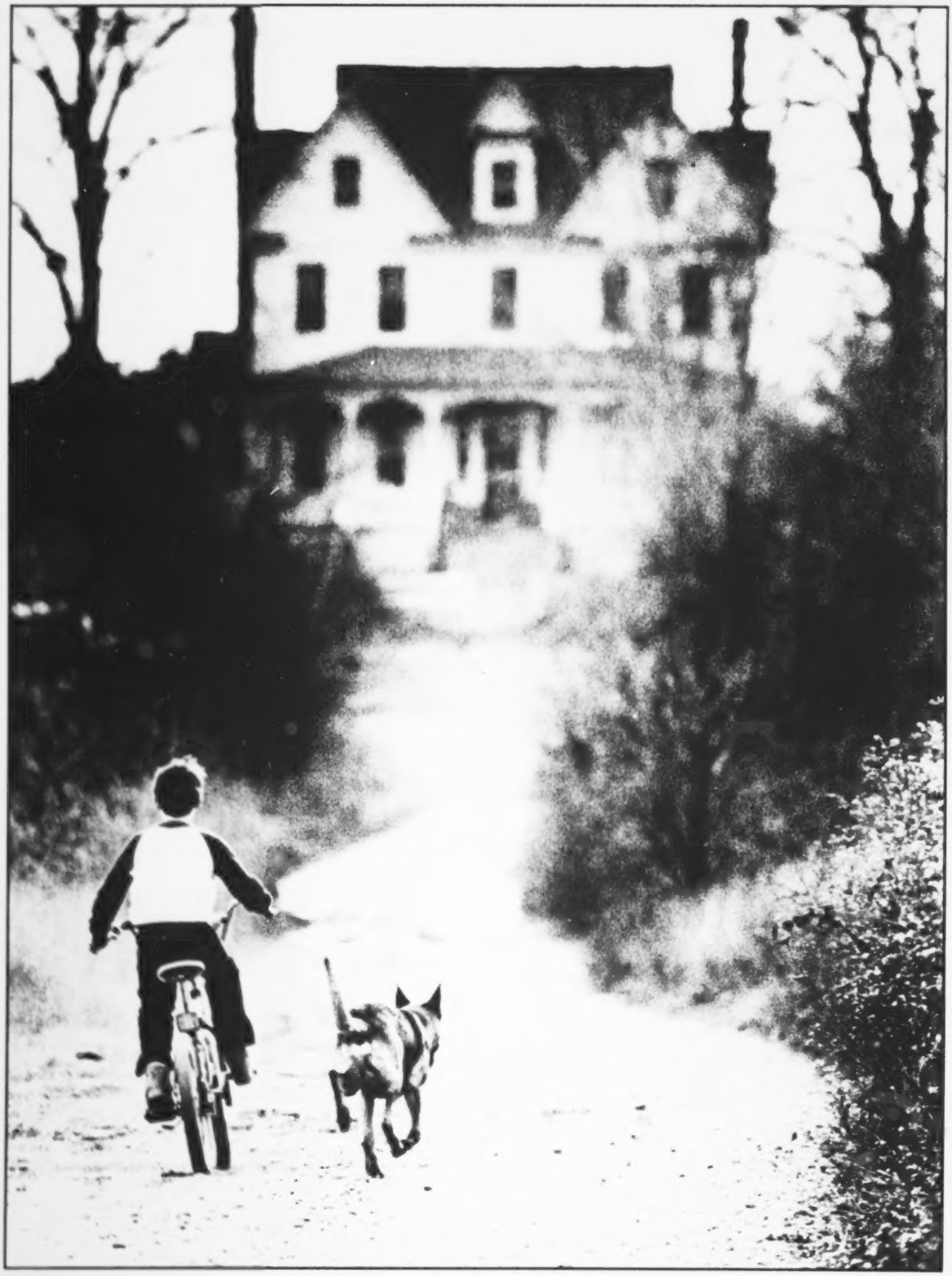
Although space and distance are integral to nearly all rural problems, opportunity theory (participation is a function of availability) offers several explanations for restricted recreational opportunities in rural areas: lack of personal finances and public revenues for recreation; inadequate and inconvenient facilities; untrained leadership; lack of all-inclusive recreation opportunities for various ages, interests, and abilities; and, too often, inadequate public understanding and appreciation of the value and need for recreation.[3-6]

For participation to occur, organizations, facilities, and activities must be available, and people's motivations must be consistent with available resources. In tandem, if recreational opportunities and participation rates are to increase, awareness and interests must be cultivated. We repeatedly suggest that rural communities have fewer organized services than the large city, but this may be a *benefit* to the smaller community: the informal helping network in smaller communities can be strengthened and expanded to assure adequate opportunities for its members. To mobilize the community's resources, individuals whose leadership capacities can result in organized change must be identified and trained. Furthermore, the expertise needed to effect change lies largely with persons immersed in the life of a community—its institutions, values, hopes and concerns, and people.

Even though smaller communities seldom have the amenities of the larger city (swimming pools, commercial recreation facilities, professional sports teams), they often have special forms of community life and social institutions that can expand to offer more recreational opportunities. During the past few summers, for instance, several rural Colorado communities have capitalized on local talent and resources to develop programs that include such diverse activities as raft races, street dances, group picnics, fiddle and banjo contests, fishing and fly-casting demonstrations, lariat exhibitions, whittling lessons, midnight hayrides, and chuck-wagon barbeques complete with fireside tales and yarns from real cowboys. Offerings arose from the activities discussed and sometimes available at Grange meetings, church bazaars, Farm Bureau and county extension meetings.

Recreation and Rural Family Cohesiveness

A person can participate in recreation activities alone, or with others. Regardless of the leisure setting, most participation occurs within a group (versus alone).[7] Moreover, among social groups (family, workmates, friends), family emerges as the most common social unit in which leisure takes place. Within the family context, the skills, social norms, and attitudes for participation can be learned in childhood and modified in adulthood.[8-11] Group or family affiliation should take precedence over specific activities when planning leisure programs in rural areas.



Life in rural America can be a rich opportunity for recreation and leisure.

Families in rural areas are not immune to social uncertainty, but recreational professionals recognize that the importance of the family in rural communities is a resource to be revitalized.

Although many program planners recognize a family influence, the concepts on which most family programs are based are outdated—due largely to the changing nature of *family* in our society.

In the last few decades traditional husband and wife roles have been challenged by women's entrance into the work force, by the social acceptance of divorce, and by the growing number of lifestyle alternatives. Family configurations have shifted from predominantly extended families, to nuclear families, to a variety of alternatives in which families live outside the traditional legal and social definition of family life. The number of one-parent families is increasing faster than the number of two-parent families. Also there is a rise in the number of communal families, families with step-parents, and families with gay parents.[12] Family patterns and solidarity thus are undergoing change and, accordingly, we are being asked to provide a different set of services for families today than in the past.

Families in rural areas are not immune to social uncertainty; however, the notion of family and its importance in the rural community is recognized by some recreational professionals as a resource to be revitalized. Indeed, the ties between family and community in rural areas have always been sturdy. From them many social events emerged: quilting bees, apple-paring bees, and spelling bees; barn raisings and barn dances; husking contests, box suppers, wood sawers' tournaments, and home-town parades. From the beginning, rural communities have created their own group pleasures, special forms of family and community life that have provided a cultural heritage unique to small towns and villages. In many regions there is a renewed interest in feasts, fairs, and other recreational get-togethers unique to the spirit, imagination, and capabilities of rural community life. Therefore we can expand rural recreation opportunities and investigate how various family pursuits relate to family structure.

The greater the family integration, the more likely a family will engage in recreation activities *as a family unit*.[11] But a more crucial question is whether the opposite holds true—does joint family leisure contribute to family cohesiveness? Does "the family that plays together really stay together?" Leisure exerts a powerful influence on the family, but to what degree?

Evidence suggests that recreation that complements family relationships provides satisfaction for family members even though the meaning of the activity differs for each member. For example, a family outing may be fun for the children, a pleasant change for Dad who wishes to be outdoors with the kids, and a chore for Mom who has hay fever and must prepare the food.[13] Is the leisure for Mom so constrained by role obligations that satisfaction is lost? On the contrary, the positive aspects of building and enjoying family relationships tend to outweigh the negative aspects of role expectations. If, then, leisure is to contribute positively to family unity, the challenge is to help families integrate leisure styles into their family styles.[14] This possibility more likely will be realized when the activity needs of different families and of different stages of family development are better understood.

Families are not alike in their leisure and recreational needs. For some families, joint activities that require significant interpersonal interaction may be uncomfortable enough to jeopardize the stability of their relationships. Yet other families may welcome, even require certain group activities for members to fully realize and actualize one another's needs.[14] The important point is that recreation opportunities must coincide with family structure and expectations through the different stages of family development. Each aspect of the family life cycle (childhood, adolescence, beginning parenthood, retirement, aging) has its own characteristics, needs, and satisfactions.[10,11] For family participation and enjoyment to occur, recreational opportunities must be integrated with family expectations and structure.

Providing recreational opportunities in order to promote family cohesiveness presents an exciting challenge. Because rural communities are small and sparsely populated, the values centered in rural community life can easily influence family life. In turn, modifying family structure can affect community behavior. If one accepts that "the desire for a particular social community might be a motivation for participating in a given type of leisure," then the appealing activities that characterize rural heritage may encourage family solidarity.[15]

The following illustration may clarify these ideas by recapping the day's events at a small community festival in western Colorado. Local residents planned and held a one-day fair to attract families to "a day of fun and recreation." Beginning with a pancake breakfast, the day was filled with activities—arts and crafts displays and sales; booths to test skills (darts, ring toss, baseball throw); a fun run with a variety of categories (males, females, different ages, guess your final time); New Games Festival; a tug-of-war contest; live music, dancing, and barbeques; and raffles and drawings.

The fair offered a wide variety of activities to a wide spectrum of family members. The activities integrated different age groups (both *between* families and *within* families), mixed residents with visitors, and included all family members regardless of ability. In some instances, residents modified activities to accommodate individual talents, or lack thereof!

Planning the fair required a concerted community effort. The cohesive force extending to both family and community did not derive from the *activities* at the fair, but rather from the underlying community members' *desire* to participate in the fair. The fair relied heavily on local resources and leadership, capitalized on unique community interests, appealed to a wide spectrum of ages and abilities, promoted public awareness of the value and forms of recreation, and provided a way to enhance recreation possibilities.

To some, rural life is no longer rural and family is no longer family but the residents of this community have a special partnership between rural life, family, and recreation that reaches into the past and holds promise for the future.

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Local Government Park and Recreation Departments

Barbara McDonald Cordell, H. Den Cordell, Daniel Hope III, and Donald B.K. English

In order to plan for adequate recreation opportunities for America's changing rural population, recreation professionals must anticipate future recreation trends, problems, and demands. The first step in this process is to understand the status of existing public recreation services in rural areas. Are small communities providing the same recreation opportunities as large ones? Are the traditional park and recreation delivery systems used in most large city and county governments mimicked by smaller governments? Do recreation agencies in rural communities face the same issues, problems, and opportunities as agencies in urban ones? These and other questions were the focus of a recent nationwide study, the Municipal And County Park And Recreation Study (MACPARS), conducted by a consortium of organizations including the University of Georgia, the U.S.D.A. Forest Service, the American Park and Recreation Society, the National Recreation and Park Association, the National Park Service (Southeastern Region), and the National Society for Park Resources.

In February, 1986, a ten-page, closed- and open-ended questionnaire was mailed to directors of over 8,000 local park and recreation agencies nationwide. Questions concerned budgets, salaries, programs, and perceived needs, issues, and trends in parks and recreation. The budget data reflect the 1985 fiscal year. Only full-time departments were included, although many rural communities are served by part-time departments or by recreation committees of interested citizens.

The definitions of urban and rural have changed several times over the years (Rathge and Beegle, 1985), but most criteria are based on population or population density. For this article, a population below 25,000 within the service area, or a density below 350 people per square mile, is considered rural.

The rural context

Population

In the 210 rural counties sampled, the average population density was about 61 people per square mile. Of the people living in these counties, 89 percent were white, 7 percent were black, and fewer than 3 percent were Hispanic. About 42 percent were either under 18 or over 64 years of age. Across the total population, the median age was 30 years.

About three-quarters of the households in these rural counties were families. Almost two-thirds of the households were two-parent families; just over 8 percent were one-parent families in which the single parent was, most likely, the mother. Single-person households represented 21 percent of the total of households. The average size of all households was 2.8 people; of families, 3.8 people.

The median household income for all the sampled rural counties at the last census was about $14,505; the lowest county median was just over $9,000, the highest was $26,000. One-third of the households were classified as low-income ($10,000 to $20,000 per year), and 14 percent were considered below the poverty level. Seventeen percent of the residents were receiving social security assistance; just over one-half of these people were retired. Five percent of the work

Table 1. Average Percentage of 1985 Recreation Budget from Selected Revenue Sources

COMMUNITY SIZE
(Population)

Source	Small (Under 25,000)	Medium (25-100,000)	Large (Over 100,000)
Local Property Tax	50	47	58
User Fees	19	20	13
Land and Water Conservation Fund	3	2	1
Revenue Sharing	5	6	3
Other Local Taxes	10	11	6

Table 2. Average Number of Staff of Recreation Departments by Type of Staff and Community Size

COMMUNITY SIZE
(Population)

	Under	5,000 15,000	25,000	Over	
	5,000	15,000	25,000	100,000	100,000
Permanent	2	5	10	21	107
Seasonal	17	35	70	118	206
Volunteers	21	50	232	170	502

force was unemployed.

Business

As one might expect in rural counties, a substantial portion of the economy was farm-oriented. An average of 40 percent of the land area in the sampled counties was farmland. Just over 6 percent of the county population lived on farms averaging about 1,100 acres in size, with a per-acre value, including buildings, of $885.

Only 9 percent of the residents were employed in manufacturing, and only 8 percent in trade. Business revenues in two areas associated with parks and recreation (hotels, motels, trailer parks, and amusement and recreation services) totaled about $5.5 million per year.

Government

General revenues in the 210 sampled rural counties totaled $625 per resident, of which $282 was derived from other governments (state or federal); $226 was derived from local taxes and $13 from nontax, nongovernment sources. Property taxes generated $218 per capita.

Direct expenditures by local government in the sampled counties averaged $652 per resident. About $21 per person was spent for public welfare programs and $49 per person for health and hospitals. Rural park and recreation departments spent almost $19 per resident on operating expenses and capital development combined.

Organization and services

Administration and Finance

Rogers (1982) noted that small communities seem less willing than large ones to share service responsibilities with other area governments. This study supports Roger's finding. The majority (72 to 80%) of the recreation departments serving rural communities indicated that they were municipally operated. The proportion of recreation departments administered by county or other nonmunicipal governments was generally greater in larger, more urban communities.

Per capita expenditures reported for recreation in urban communities of over 100,000 were $9.88—less than one-third of the $36.60 per capita expended by communities of under 5,000. In communities of 25,000 to 100,000, per capita expenditures were around $23. The portion of the recreation budget generated locally, by combined tax and nontax revenue, was very similar for communities in all three population categories (see Table 1). While large communities received almost 60 percent of their revenues from property taxes, compared to 50 percent for small communities, they tended to rely less on other kinds of local taxes (6%) than did smaller communities (10%).

While small communities were eligible for state and federal funds, they often lacked the expertise necessary to seek these funds and to prepare the requisite applications. Responses to our study, however, indicated that small communities received about the same percentage of their budgets from the combination of Land and Water Conservation Fund (LWCF) and revenue sharing monies as did medium-sized communities. They received double the percentage received by large communities. It is important to keep in mind, however, that eight percent of a rural recreation department's budget represents a much smaller total amount than four percent of a large department's budget. This fact alone can make a considerable difference in the effects these additional funds have on acquiring or developing a park or hiring staff.

When asked what they thought the future status of LWCF should be, 89 percent of the large departments, but only 71 percent of those in communities of under 5,000 people, indicated that it should be continued. This response may have to do with the perceived or actual availability of open space in rural settings, as compared to the greater congestion of large metropolitan areas.

Hitzhusen (1977) suggests that user fees are or can be an important source of nontax revenue for rural governments. Our data show that 19 percent of the budgets of small agencies and 13 percent of those of large ones were generated by user fees (see Table 1).

Personnel and Volunteers

Most recreation departments rely on paid staff and volunteers. Table 2 describes the staff of park and recreation agencies that responded. On the average, the ratios both of employees to population and of volunteers to population were slightly higher for small departments than for large ones.

For all but medium-sized communities (25 to 100,000), civic groups were most often mentioned as the source of volunteer assistance. In the smallest communities (those with under 5,000 people) volunteer police and fire departments were a significant source. Environmental groups, on the other hand, tended to volunteer more in large population centers. Support from environmental groups, like the need for the LWCF program, may be inversely related to the perceived availability of open space.

Senior Citizens and Special Population Programs

The migration of young individuals to the cities and the increasing numbers of people choosing to retire in rural communities pose a challenge to rural park and recreation departments. Programs open to seniors were common, regardless of community size.

Fewer small agencies than large ones, however, offered programs for special populations, and fewer small departments started new special population programs last year. Regardless of community size, physically disabled and mentally retarded individuals were much more likely to find recreation opportunities offered by public agencies than were other special populations.

General Programming

Social service and fitness activities were among the most popular general recreation programs introduced during 1985 in departments of all sizes. One interesting difference was in aerobics. The smaller the agency, the better the chance that it had recently offered a new program in aerobics. It may be that the larger departments already had been offering aerobics.

Recreation Needs and Issues

All respondents were asked to indicate the most important issue or need out of a list of 15. The results were surprisingly consistent. In the departments serving the smallest communities, the greatest needs were for increased land, facilities, funds, and volunteers. Otherwise, needs were for acquiring, maintaining, and developing land.

Summary and discussion

A great deal of attention has been dedicated to urban places and their populations. While the trend indicating that three-fourths of the United States population will reside in urban places justifies this attention, we cannot ignore the remaining 65,000,000 rural residents. Our study has shown that many of these rural people are either under 18 or over 64 years old. They are most likely to be members of traditional families than are urban individuals, and are less dependent on manufacturing, trade, and government for their livelihood.

Parks and recreation opportunities are important to rural people, and their local departments have responded accordingly by spending more per capita than do the larger, urban park and recreation departments. Most rural departments are municipally operated and have few personnel, working and living in closer proximity to the constituents they serve. Our data indicated that rural departments spend on the average about $19 per person from the local government budget. While it appears that the proportionate contributions to rural recreation budgets were consistent across community sizes, the marginal cost of providing additional recreation services or facilities apparently is higher in the smallest communities. This higher cost has probably hampered some service expansion. Future research should, therefore, examine ways for small communities to lower the per capita expenses of providing recreation services and ways to acquire, develop, and maintain recreation lands and facilities.

This study has also shown that recreation departments are for the most part organized and administered similarly, whether they serve small or large communities. Smaller departments have more staff per capita, but their smaller total staff size often makes it difficult for them to carry out all of their administrative, programming, public relations, and maintenance functions.

Small recreation agencies are providing opportunities for access to recreation land and parks, team sports, and fitness activities. With these emphases they appear to be serving a large cross-section of their constituents and to be in tune with programming trends.

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The Corporation as a Rural Partner

Supporting Local Programs

Jere J. Mock

Through a unique partnership begun in 1981, 65 rural Colorado communities have established low-cost summer recreation programs. The Colorado Rural Recreation Development Project (CRRDP), developed by faculty at the University of Colorado, is funded in large part by Mountain Bell, a major telecommunications firm, through the Mountain Bell Foundation.

The CRRDP illustrates the important role that partnerships of groups spanning the public, private, and nonprofit sectors can play in fostering and maintaining social, educational, civic, and health related programs in both rural and urban environments. For corporations, involvement in these partnerships makes good business sense and enables the corporation to play an active role in the communities it serves. Supporting local programs that benefit communities can help stabilize and energize a corporation's rural markets, and can also help corporations whose headquarters may be located in distant metropolitan areas to establish a local identity and community presence in smaller locales.

Because of these and other benefits, corporations' share of the philanthropic pie has been increasing annually. Total charitable giving by corporations reached $4.3 billion during 1985. The new wave of corporate philanthropists, those who spend shareholders' dollars on community partnerships, are proactive individuals who want to see tangible, measurable results from the programs they support. Corporate contributions managers look for programs that forge logical business relationships between their markets and people's needs.

How can individuals and groups who want to initiate new community programs in rural areas, or gain additional support for existing programs, attract the attention of corporate givers? First, do some homework. Numerous sources provide information on the giving profiles of various corporations. Two of these sources are:

—*The Foundation Center*, an independent national service organization established to provide an authoritative source of information on private philanthropic giving. The center disseminates information on private giving through a national network of public library reference collections. The center is located at 1001 Connecticut Ave., N.W., Washington, DC 20036. Phone: (202) 331-1400.

—*Independent Sector*, a nonprofit coalition of 650 corporate, foundation, and voluntary organizations with national interest and involvement in philanthropy, voluntary action, and other activities related to the educational, scientific, health, welfare, and cultural life of the nation. The organization's mission is to create a national forum capable of encouraging the giving, volunteering, and not-for-profit initiatives that help serve people, communities, and causes. Independent Sector's national offices are located at 1828 L Street, N.W., Washington, DC 20036. Phone: (202) 223-8100.

Using these and other sources, research corporations' giving profiles to determine whether the program falls within a given company's funding priorities or philosophy. If there's a potential match, send a brief letter to the corporation's contributions manager. Most businesses administer their contributions programs from either public relations or public affairs offices.

The following is a checklist of information most corporations will request from prospective grantees:

1. a description of the organization seeking funding
2. a summary of the purpose for which the grant is sought and evidence of need
3. a budget for the current year showing anticipated revenues, with sources, and expenses
4. a roster of the board of directors of the nonprofit organization that will administer the program
5. a copy of the nonprofit organization's IRS 501 (c) (3) determination letter.

Many corporations are willing to assist organizations and community groups in ways that go beyond cash grants. Contributing human resources as well as dollars has become an accepted corporate practice. Many corporations periodically lend executives to assist nonprofit organizations. Others actively encourage employee voluntarism. Corporations frequently earmark funds to support organizations in which their employees volunteer.

Many corporations match their employees' charitable contributions to certain organizations (most frequently, educational institutions). More than 900 United States firms sponsor matching gift programs for their current and retired employees. Another form of corporate support is in-kind donations of products, materials, or services. Donations of this type may include furniture, office supplies, printing, or use of a company's buildings.

The possibilities for innovative methods of corporate support—financial and nonfinancial—are vast. These resources provide the essential building blocks for effective community programs in rural areas.

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Recreation in Rural America

Assuring Access for All

John T. Hultsman and Jane E. Kaufman

In contemporary America, a variety of problems, including inadequate funding and an emphasis on the traditional work ethic, impede realization of the benefits of leisure and recreation. For the majority of the population, these problems are being addressed by a combination of public, private, and commercial ventures. These efforts, however, have often neglected the rural poor. To understand their plight, we must consider the following questions: (1) what information is available concerning recreation and the rural poor? (2) what is the difference between being "statistically" and "attitudinally" poor (i.e., between meeting externally established criteria for poverty and "feeling poor")? and (3) what actual and perceived barriers to participation in recreation are experienced by the rural poor?

Recreation and the rural poor: What we do (and don't) know

Hultsman, Kaufman, and Hultsman (1986) have pointed out that while there is a wealth of information about the recreational opportunities and participation of poor people, much of the literature is only tangentially pertinent to the rural poor. Many of the relevant citations deal specifically with ethnic minorities. While minorities make up a considerable proportion of the poor, not all poor people are members of minority groups; nor are all the minority group members in such studies economically disadvantaged.

The literature needs to consider the poor *as an identifiable and distinct subpopulation*. A related problem is the specific focus of much of the literature that does deal with the poor (Kaufman, Hultsman, & Hultsman, in press). With a few exceptions—notably the work of Lewis (1976) and Gover (1981) on migrant workers and Native Americans respectively—most of the studies concerning recreation and the economically disadvantaged deal with the plight of the urban poor. Research is needed that focuses on the rural poor, regardless of related factors such as ethnicity.

Poverty real and poverty perceived

It may be that poverty, like beauty, is in the eye of the beholder. While both the connotations and the implications of poverty are readily understood, its *denotation* is another matter. Commonly, some simple indicator (normally, income) is used as a criterion, and poverty is "defined" as falling below X number of dollars of annual income. Thurow (1969) expressed the inadequacy of this approach when he noted that there are many relevant definitions of poverty, which may not be the same in economic, sociological, or cultural contexts.

Context is an important factor in any examination of poverty. While there are certainly commonalities, there are also differences between being poor in an urban ghetto and in a rural setting, even if poverty is defined merely by income. When other indicators are considered, the situation becomes even more complex. For example, Francken and van Raaij (1981) tentatively concluded that people from low social classes tend to report medium leisure satisfaction, while people from middle social classes tend to express low leisure satisfaction. If leisure satisfaction is important to quality of life, the potential implications of such findings directly challenge traditional approaches to defining poverty.

The point is not that tangible indicators of poverty are inappropriate, but that we need to expand our definition beyond economic boundaries. We lack information on poor people's *perceptions* of recreation and other aspects of their situation; we need to know more about what both poverty and recreation "feel like," particularly in relation to specific settings, such as rural areas.

Barriers to recreation participation

Several factors combine to limit the recreational opportunities available to the rural poor. Although tangible constraints on income and time (Hendon, 1981) are more readily identifiable, the intangible aspects of poverty may be more limiting. Wilbur (1975) advanced the idea that the poor suffer *motivational poverty:* factors beyond their control reduce their ability to apply the drive to achieve. Woods (1975) suggested that rural Appalachian poor children's lack of achievement motivation stems from a "relative lack of achievement-oriented role models and the absentee control of natural resources."

One reason why these barriers are so difficult to remove is that individual communities face a variety of problems. Basic differences may exist between areas only a few miles apart (Long and Stiehl, 1984). While this aspect of rural poverty makes it difficult to generalize, the following fundamental approaches to program development seem worth considering: (1) relying primarily on local resources; (2) avoiding efforts to create opportunities "for the poor"; (3) integrating several area and community organizations that can provide a variety of services and programs; and (4) developing a *holistic* approach to program delivery in which recreation is an integral, but not independent, function.

The last approach is perhaps the most important, both in building participant acceptance of programs and in providing the variety of services needed in rural communities, particularly poor ones. The following example shows how a holistic approach was implemented in one rural area where a number of community needs, including recreation, were met through a community school.

The community-school concept: A holistic approach

While it appears to be both ethically and practically counterproductive to create programs specific to the rural poor (Smith, personal communication, 1986), one of the authors (Kaufman) was involved in a local project that functioned effectively by directing programs toward specific subpopulations of the community-at-large (i.e., skills development for children, values clarification for adolescents, and learning programs for adults).

The community was in an isolated section of Utah, 35 miles from the nearest town large enough to have more than a few small stores and community services. Like other poor rural areas, the community suffered from a number of logistical problems: lack of money for programs; lack of qualified instructors; communications problems (in two respects—the dispersed population made it difficult to spread the word about programs, and the community, but not all its members, was bilingual); inadequate public transportation; and lack of facilities (which were basically limited to one elementary school with a mltipurpose room, a few classrooms, a playground, and a dirt softball field).

Clearly, a centralized program service would have been futile. What did meet with a measure of success was a local effort focused around the community school. In retrospect, it appears that the program was accepted because it used the four approaches outlined above and because an intangible dynamic developed out of the involvement of the community-at-large.

The program evolved from a VISTA volunteer's initial effort to develop educational activities for preschool children. It soon became apparent that there was also an opportunity for creating recreational and other community services. Under the auspices of the Utah Navajo Development Council (UNDC), a variety of community service agencies became involved: the county school district, mental health outreach workers, the local Head Start program workers, a Bureau of Indian Affairs boarding school, and local businesses and individuals.

Although formal program funding was scarce, some monies were available through federal sources, including Title III and Title XX. Community businesses were solicited to sponsor programs such as athletic teams, and participants collected and recycled cans to help pay for uniforms and other supplies. A local talent bank of volunteers was created to combat the lack of paid program instructors. Volunteers included nurse-practitioners from a local health clinic who taught first aid, a former intercollegiate softball player who coached, an area photographer who taught amateur photography classes, and several local artisans who offered craft classes in pottery, weaving, and beadwork.

Programs were marketed at community gathering places, including the post office, gas station, and general store. Additionally, mobile social service workers, such as the mental health outreach personnel, passed information to the more isolated residents of the area. Transportation problems were mitigated by coordinating multiple, concurrent programs for various target populations. For example, adult basic education, English as a second language, and general equivalency degree programs were held in conjunction with preschool activities and recreation offerings to encourage families to attend together.

The county school system cooperated in making the limited facilities available for maximal use; and the programs—even specific programs, such as educational offerings—served multiple purposes.

Developing such a variety of programs required effort and commitment from community residents and local organizations; but this requirement was the strength of the program. The community-school concept worked well because, rather than *targeting* the poor (who, in this instance, constituted most of the community), it focused on *incorporating* them, in two respects. First, offerings facilitated participation by the poor: programs were free and were scheduled throughout the daytime and evening hours to be available whenever participants could attend. Second, the concept required an investment by local residents: program leaders were drawn from the very population in need of assistance.

While we must learn more about the rural poor, current needs preclude the luxury of waiting for additional research and insights. The success of the approach described suggests that, in the meantime, we can benefit from applying two principles. First, participant involvement in organizing and carrying out programs is an asset—*doing* is better than being *done for*. Second, it is appropriate to plan programs for the community as a whole rather than "for the poor." In a sense, the key to successful programming is the same as its hoped-for outcome: to extend to the poor the dignity of being treated as persons and as contributing members of the community.

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Recreation Development in Rural Colorado

Patrick T. Long and S. Richard Kieselbach

Although most urban and suburban communities have long had organized community recreation systems, only in recent years have residents of rural areas and small towns sought to develop and maintain similar systems. This new effort is due in part to an increased awareness of the contribution that recreation makes to the individual, family, and community; the important role that recreation plays in improving a community's economic base; and the identification of ways to provide low-cost, year-round recreation services.

The meaning of recreation in rural communities has also undergone a change. Recreation in these communities was traditionally defined, for purposes of federal funding, in terms of natural resource-based activities such as hunting, fishing, and camping. But as rural communities have become more complex and sophisticated, the public has discovered that natural resources alone do not meet recreational needs. Efforts are therefore increasing to provide residents with social, cultural, fitness, and sports activities that contribute to the quality of rural living (Long & Kraus, 1986).

One such documented effort, sponsored by the Regional Recreation Development Section of the Department of Fitness, Recreation and Sport in northern Manitoba, Canada, aims to "provide a framework by which responsibility for program delivery may be systematically shifted to local communities." Working with 40 com-

The Rural Recreation Project is designed to help rural communities establish and maintain low cost recreation systems.

munities north of the fifty-third parallel, the recreation consultants are concerned with "assisting the community to articulate its needs, and responding to needs expressed by the community" (Rural Community Resource Centre, 1980, p. 3).

Recognizing this growing need for organized recreation opportunities in rural communities, the staff of the Center for Rural Recreation Development at the University of Colorado, Boulder, has undertaken a comprehensive effort to establish recreation services in the rural communities of Colorado. This effort, titled the Colorado Rural Recreation Development Project (CRRDP), aims to establish a comprehensive planning process that integrates recreation services with other dimensions of community life (Allen & Beattie, 1984) and maximizes the use of local human, physical, and financial resources for recreation development.

Project overview

The Rural Recreation Project is designed to help rural communities establish and maintain low-cost recreation systems. Because rural communities often lack trained leaders to plan and implement recreation activities and have little experience with formal recreation delivery systems, the center's staff felt it was necessary for professionals to take the first steps to stimulate local recreation development.

After defining the center's goals and establishing research and evaluation components, the staff began identifying resources for recreation development as well as a way to work with individual communities. Once the basis for the center's own operations had been established, the staff was then able to establish a relationship with community representatives and provide technical assistance and project services to participating communities.

The CRRDP has identified six stages of activity that can serve as benchmarks for measuring progress towards institutionalizing a community recreation system. Although these activities can take place during the natural course of events without assistance from sources outside the community, the center staff felt that it was important to establish an intervention system to support recreation development in rural communities. These six activities include the following:

- development of local motivation and initiative
- awareness/needs assessment
- program implementation
- formalization of a recreation system
- expansion and evaluation of the system
- annualization and enhancement

The CRRDP represents a partnership of corporate, local, state, and federal financial sponsorship that supports technical assistance, on-site leadership, training, education, and research. Since the project's beginning in 1981, 65 Colorado communities have formally participated. Although they have ranged in population from 268 to 8,133, most of them have had from 400 to 2,500 residents. The project has aimed to assist those communities that do not now have recreation systems and that seem willing to work, during three summers, towards establishing their own support system.

Project goals

The CRRDP represents a model of cooperation between the university and the Colorado community at large. Each rural community is unique in its resources and its capabilities. The project staff works closely with community representatives to assess recreation needs and to determine the best possible approach to addressing those needs. This partnership between the local community and the university has five goals:

1. To help rural Colorado communities meet immediate recreation needs and plan long-term recreation development;
2. To provide an educational experience to university students pursuing degrees in recreation planning and development;
3. To provide significant work experience to community youths eligible for employment under the Job Training Partnership Act;
4. To find the most effective ways to deliver recreation services in rural communities;
5. To measure how recreation services affect the general satisfaction of rural community life.

Administration and personnel

The Rural Recreation Project is administered through the university's Center for Rural Recreation Development, located in the College of Business. This administrative model builds on the university mission of teaching, research, and community service and allows the project to draw upon the many resources of the university system. By developing relationships with local communities, faculty and students gain access to an action research setting that allows them to determine what recreation development techniques are effective and to apply these techniques immediately within the community.

Under the direction of a recreation faculty member, the project employs a full-time coordinator who serves as a liaison to local communities and oversees the actual implementation of project services. The coordinator's responsibilities include doing the set-up work with each community, hiring and supervising the recreation directors, organizing the training workshops for both recreation directors and youth recreation leaders, conducting postproject assessments, and overseeing daily administrative tasks. In addition, a graduate student and a work-study student are employed at the center throughout the year to assist with the project's responsibilities.

During the summer months, each participating community receives the services of a full-time recreation director (a university recreation major), who organizes a summer program and coordinates local resources in the community. Also, two youths from the community are employed full-time as recreation leaders. This staff plans and implements recreation activities for all age and interest groups, and helps establish a support system for long-range recreation development. Touring recreation specialists provide clinics and demonstrations intended to expand upon a community's recreation offerings.

Project services

The services provided vary with the recreation needs and the level of recreation awareness and program development in each town. The recreation director coordinates local resources to create programs that focus on low-cost, lifelong activities and address the needs of each age group, from preschoolers to senior citizens. The project's flexible approach recognizes the uniqueness of each rural town, and encourages residents to participate actively in the decisions necessary to implement a successful community-wide recreation system.

In developing a community-based recreation system, the recreation director must be aware that it is important to encourage community involvement in the program planning process. The recreation director acts as a facilitator and creatively uses resources already available in the community. In an effort to develop new services, the recreation director

- works with residents to assess the recreation needs of the community;
- identifies local resources—human, physical, and financial—that can be used to develop new recreation activities;
- establishes working relationships with organizations and agencies in the community such as schools, civic groups, and businesses to ensure maximum use of existing resources; and
- plans and implements programs that satisfy determined needs and are compatible with local social norms and values.

Strong program planning skills are essential for providing a balance of diverse opportunities in sports, arts and culture, outdoor activities, and community celebrations, among others. The recreation director must know when to use various program formats: single-session clinics and workshops, ongoing instructional classes, tournaments, and special events. Both traditional and nontraditional programs are made available, with special emphasis on introducing new recreation opportunities to the community.

Training

The CRRDP has two training components. The recreation directors attend a four-day training session on living and working in a rural community. This training supplements the formal degree program in recreation and focuses on service development in rural communities, supervision of youth recreation leaders, and resources available through the project. The second workshop teaches the youth recreation leaders about recreation's role in the community. Each participant becomes certified in standard first aid, develops skills in specific recreation activities, learns to plan and implement different activities and programs, becomes familiar with age group characteristics and recreation needs, develops personal leadership skills, and participates in communication and decision-making exercises.

Financial support

As the number of participating communities (three in 1981, 22 in 1986) and the scope of services have increased, so have the level and sources of funding. The original source, the Comprehensive Employment and Training Act (now titled Job Training Partnership Act), was assisted after 1983 by the Center for Community Development and Design, University of Colorado, Denver, along with the Colorado Department of Local Affairs. These three were then joined by the United States Tennis Association, the Colorado Tennis Association, and the Colorado Youth Tennis Foundation. Soon thereafter, the Colorado Council on the Arts and Humanities, the local communities, and the Mountain Bell Foundation became financial partners. Today, these same sources annually provide over $175,000 to support the Rural Recreation Project.

Project impact

Each year, over 20 rural Colorado communities participate in the Rural Recreation Project. Research conducted as part of the project evaluation shows that the importance of recreation is increasing in the participating communities.

There is a significant increase in the range of recreation activities and a notable improvement in the quality of the offerings. Throughout Colorado, new community festivals and celebrations are emerging, local support is increasing for more formal systems to administer recreation services, and community pride is on the upswing as residents become aware of the many successful recreation offerings.

Additional evidence of the project's success is the willingness of communities to increase their financial support over the three-year participation cycle, eventually assuming total financial support in the fourth year.

Some of the major strengths of this recreation development effort are (a) its gradual approach to eventual local sponsorship, (b) its use of funding sources and institutional mechanisms that are replicable in potentially every state, (c) its encouragement of private/public partnerships, (d) its effective use of the labor pool of recreation students, and (e) its development of local citizen leadership through the youth recreation leader training and work experience program.

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A Checkup
Health and Wellness in Rural America
Lorraine M. Zinn and Patti Welfare

During the past decade, the population of nonmetropolitan areas of the United States has increased by 15.1 percent, while the population of metropolitan areas has grown by only 10.2 percent. The growing rural population is generally poorer, older, and less likely to have health insurance than its urban counterparts. Rural residents in general, and ther rural elderly in particular, tend to have lower incomes than urban and younger people. Health services are less available in rural areas and available health care costs more. The health status of rural residents is also frequently poorer than that of persons residing in metropolitan areas. Low birth weight and infant mortality occur far more frequently in low-income rural counties than in urban areas. Arthritis and rheumatism, among the major causes of work disability in the United States, have even more devastating effects among workers in the rural occupations of farming and mining. Higher levels of obesity, hypertension, coronary heart disease, and alcoholism are not uncommon in rural America (Lassiter & Goeppinger, 1986).

Although historically, rural residents have generally maintained a healthy, outdoors style of living, the characteristics of rural America have changed over the years. People who move from urban or suburban areas bring along with them most of their daily lifestyle habits, which may include too little exercise, poor eating patterns, excessive alcohol drinking, and inability to manage stress appropriately. On the other hand, they leave behind an abundance of basic health services and inexpensive recreational activities available in larger cities. For the farm families who have always lived in the country, the recent economic distress has caused a high degree of mental and emotional stress, as well as severe financial limitations.

Importance of community environment

The most successful health promotion efforts focus simultaneously on individual, organizational, and community development (Allen & Allen, 1986). Successful wellness programs must focus on creating better work, family, and community environments. Examples of such programs include the Pawtucket (Rhode Island) Heart Health Program (Elder, McGraw, & Abrams et al., 1986); the Minnesota Heart Health Program (Mittlemark, Luepker, & Jacobs et al., 1986); Foods for Health (Ernst, Wu, Frommer, et al. 1986) and a project designed to improve the health and well-being of migrant workers in central Florida (Allen & Allen, 1986). All of these efforts relied heavily on the development of community-wide awareness, a shared knowledge base, and the role of society—including peer support, competition, and/or pressure—in helping individuals to make and maintain positive lifestyle changes.

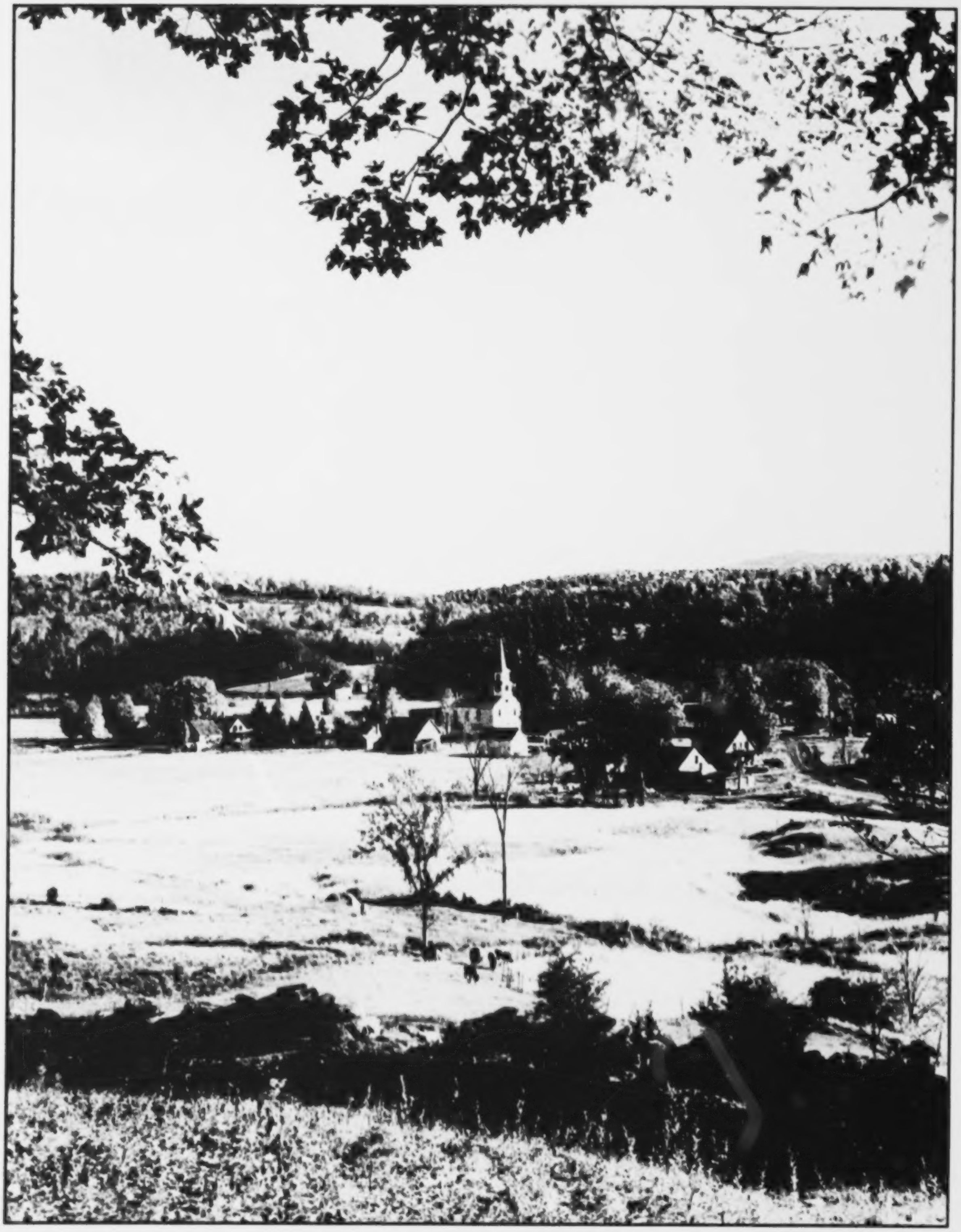
Community agencies and institutions

In the past few years, a number of cooperative efforts have been initiated between the medical community and public recreation areas which have directly benefited rural residents. The Pawtucket Heart Health Program (Elder, McGraw, Abrams et. al. 1986) sought the cosponsorship of the city's Parks and Recreations Department in such activities as a quit-smoking program, a community weigh-in and exercise classes. In Maine, a wellness education workshop was conducted jointly by the Maine Health Education Resource Center and the Maine Alliance for Health, Physical Education and Recreation (Basch & Duncan, 1985). The purpose of the workshop was to develop informed advocates for wellness-oriented health education in the largely rural state of Maine.

Small town hospitals are developing a broad range of programs and activities which focus on wellness. Mercy Hospital, in Portsmouth, Ohio, (Schisler, 1986) established the L.I.F.E. (Lifestyle Improvement and Fitness Evaluation) Center in 1982, offering a cardiac rehabilitation program, a sports medicine clinic, a corporate wellness program, exercise programs for a wide variety of abilities and interests, and educational programs on popular topics such as back care, parenting, and weight reduction.

Schools are especially appropriate as promoters of health and wellness. Petosa (1986) describes three different school-based programs for adolescents: the Houston Project, which taught young people to cope with peer and societal pressures to smoke; the Life Skills Curriculum, designed to enhance general personal competence in such areas of building positive self-image, decision-making ability, and assertiveness, which are applied to developing and maintaining a positive lifestyle; and the Social Coping Skills Curriculum, which addressed personal, societal, and environmental factors impacting adolescents' behavior and decisions regarding positive, healthful living.

Given the current economic climate, which further depletes the limited financial resources of small towns and communities, it is essential to make a cooperative effort to promote health and wellness in rural communities (Weaver, 1984). One of the most far-reaching efforts is to make the best use of the mass media, which reaches virtually every household in the United States. Newspapers, radio, and television all welcome news items, features, and public service announcements, and frequently are willing to sponsor special community activities.



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Special events and programming ideas

Fitness Programs. Physical fitness programs are an ideal starting point to promote wellness among the general public. In spite of the fact that most people believe that exercise is good for them, less than half of all Americans participate in a regular exercise program (Franklin, 1986). Successful fitness programs combine key elements of safety, effectiveness, educational or motivational strategies, and fun. Recreation agencies are ideally suited to provide these programs. Fitness classes of some type are already being offered in many communities, by hospitals, schools, adult education programs, or public or private recreation agencies. These classes can be expanded to include some health and wellness education , assessment of physical fitness, and attention to modification of various health risk factors.

Community Health Fair. A community-wide health fair can generate excitement and enhance a cooperative spirit between individuals and community agencies (hospitals, recreation departments, health agencies, schools, health professionals), as well as attracting media attention. A typical health fair will offer a variety of free diagnostic health tests, including blood pressure measurement, blood lipid analysis, physical fitness testing, diabetes screening, measurement of body fat, and various types of cancer screening. There may also be films, clinics, demonstrations of exercise equipment, distribution of free educational materials, and perhaps some healthful things to eat.

Health and Wellness Education. Classes on weight control, diabetes management, environment concerns, prevention of sports injuries, and prevention and treatment of back injuries can be offered to the public at minimal cost. Relaxation techniques and stress management tips are especially helpful for today's business person. Classes can be held at the town hall, church, recreation agency, school, or anywhere that holds ten or more chairs. Social and community agencies, professional groups, churches, civic organizations, health clubs, and hospitals readily provide speakers on relevant topics.

Practical tips for successful activities

- Target and market your activities for the "average" person—the one who is somewhat unfit, sedentary, older—not the perfect "10"!
- Hire instructors who have both knowledge and first-hand experience. The most credible and motivating instructor for a smoking cessation class is one who has actually quit smoking. The same goes for weight control and exercise classes.
- Take advantage of health and wellness issues to bring together a broad spectrum of interested individuals and organizations in your community. Enhancing a community and cooperative spirit is part of what wellness is about.
- Be creative and innovative, while avoiding fads. People want new ideas and they are willing to try new things—but don't expect them to stretch too far, at least in the beginning.
- Offer a mix of activities that have a minimal fee and others that are free. Very few programs or activities can be fully subsidized; yet it is possible to reduce costs by getting volunteer instructors and using materials which are free or inexpensive (e.g., free pamphlets from various health organizations, films borrowed from the local library or county extension program).
- Make the best use of the public media to highlight and promote your activities. If people are beginning to lose weight, quit smoking, or getting into exercise for the first time, arrange to have them featured in a newsletter, newspaper, or on the local radio or television news.
- Use every community resource available to you. With limited resources in rather isolated areas, all parties can only gain from the cooperative venture.

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High Touch The Personality of Storytelling

Edith J. Johnson

The telephone company spends a million dollars to remind us to "reach out and touch someone." Yet, how much more wonderful is the sound of that voice when we can see the speaker.

Storytelling, the world's oldest indoor-outdoor entertainment, offers health and recreation a time-proven medium through which counselors can strengthen pride and cooperation within a family or a community. While most people associate storytelling with children, I find success with my storytelling in an assortment of audiences, especially corporate congregations. I use specific parables and metaphors which illustrate business attitudes, trends, and principles. My stories, designed to motivate both managers and employees, promote an informal interchange highly productive to all.

Applied storytelling works equally well with community groups, educational groups, and groups seeking psychological or emotional counseling. Storytelling acts to bond us more intimately, particularly when the stories are about ourselves or someone we know. Family stories develop a sense of security, community stories strengthen our sense of heritage, and stories on how to succeed help us to realize our potential to accomplish tasks. Well-known or highly illustrated stories, in particular, draw us into the immediacy of the happening and heighten our vicarious experience with the storyteller.

Although each of the divisions, family, community, and business, require a different substance as story material, the techniques that develop the materials are similar. For this article, I illustrate some ways I develop stories for family sessions.

One way to encourage good behavior in children is to use stories with humorous examples of those who "do it wrong." Adults and teenagers love the humorous stories about a fire-fighter who did everything wrong. By his example we learn the safe and effective techniques to be used against forest fires. To this day I imagine that foolish firefighter whenever I pick up a shovel. The memory makes me grin and carry the shovel according to my first fire boss's instructions.

When I was eight years old I "taught" my younger sister table manners by telling her a crazy story replete with sound effects. The little girl of my story had the same name as my sister, and the girl in the story had very bad manners. My sister now uses the same technique to instruct her own daughter, for she well remembers her own lesson in good manners. A fun story often works where lectures, threats, bribes, and punishment fail. I have often seen a child enthralled with stories about disobedient stuffed animals. Soon, the child scolds the toy for its misbehavior. Through identification with the toy, the child is subliminally motivated toward desirable behavior.

My favorite stories were about Edith and the bears; they made me want to obey my parents and taught me why I should. Nagging and threats were not part of my young life, for my mother made learning right behavior fun with her stories. Rhyming ditties or funny stories helped me stand firm and strong in situations that might otherwise have been fraught with fear. Today, I continue to use many of those stories to boost morale or create good behavior goals in others.

One of my favorite books as a child and as a babysitter allowed me to fill in the blanks at exciting points. During long car rides or while waiting in a line with a group, we would take turns starting an episode in a story. The story starter would lead the audience up to an unknown climax then let the others finish the story. In the classroom, my students practiced this technique: we dealt with the story and vocabulary, and historic facts. The children enjoyed using their imaginations, and the teamwork was fun.

In my family, my sister never went to bed on time. Her noise interrupted my homework, so I would promise her a bedtime story. First, I would have her tell me about her day—particularly what had happened to her at school. From her telling I would recreate the story as she would have liked the day to have happened. In time she learned to approach her storytelling to me in a positive way. The use of "what if" and "if only" stories helped her learn to look at the way things could be if she worked toward a positive goal.

There are, of course, definite guidelines for creating good stories. Stories for the family should deal with family members, past or present, and with details that can be either true or imaginary. For greatest success, however, stories should be short and simple and the words should be vivid enough so that listeners relate to the sounds, smells, sights, and actions of the characters.

Following are some ideas that provide a good guideline in brainstorming for family stories. They are paraphrased from an article by Donald D. Davis in the March 1983 *National Association for the Preservation and Perpetuation of Storytelling*, "The Yarnspinner."

1. Think of the first place you remember living. Describe the physical dwelling place.
2. List all the people who lived in your same residence and describe them in one sentence each.
3. Expand that list of characters to include nonrelatives, animals, and neighbors you knew.
4. Expand the list further by describing those who were dead and gone before you came along.
5. Now add and define those who came into your life since those early memories.
6. Describe any physical dwelling places that you experienced since that first place of your memory.

With a scenic background and a cast of characters the story teller now seeks answers to these questions:

1. Do you remember any stories or incidents told by or about any of the characters you have listed?
2. Have you heard of unusual happenings related to birth, death, wealth, poverty, holidays, wartime, depression, religion, politics, animals? Add your own categories.
3. Do you have any objects which came from these people? Do you know what they are and where they came from?

Storytelling Programs

Now that you know how to develop a good story, you can use various programs to develop storytelling talent in others.

Recreation, health, and community education professionals can use storytelling to better serve families through a variety of programs.

- Workshops for families on how to develop and use family stories--true or imaginary tales about family members past and present.
- Periodic tall tales swapping or lie contests.
- Oral history and interview seminars with socials for historians, grandparents, children, and students to share ideas.
- Storytelling concerts or performances by professional storytellers for families or adults.
- Workshops or longer classes for children and adults on storytelling techniques with student practice and performances.
- Tours and seminars focusing on finding historic and current facts or attitudes for stories.
- Community storytelling festivals or nationally-advertised storytelling events.
- Drama, literature, and dance concerts with workshops for storytelling applications.
- Regular features on some local family and its stories.
- Bag-lunch seminars in the schools for business people, parents, and other citizens to share stories with students about careers, fears, political issues, heroism, and successes.
- Storytelling, puppetry, song, and dance demonstrations from other cultures and times with or without displays, foods, music, costumes, and reports by civic groups and students.
- Workshops for adults and older children on selecting and sharing stories from books or oral traditions with young children or the homebound.
- Idea swapping or brainstorming for parents and child-careworkers on how to use fill-in-the=blanks storytelling and add-on tales (when children are waiting at the doctor's office, traveling, or fidgetting).
- Business, agency, or club promotion through stories about the product or service in the media.
- Local folklore collections with anecdotes (such as the Foxfire school project and book series.)

Family story workshops. Use samples of excellent family stories to encourage family workshops and then family storytelling. Stories developed by families can tell about family members past or present, true or imaginary and should give vivid details so readers feel like family members. Keep the stories short and simple, so people who have never written or formally told stories feel inspired and confident. Select a workshop facilitator who tells or writes short stories well and warmly encourages and teaches others. The program needs a respected facilitator with a contagious sense of humor.

Tall tale swapping. Again, start with some examples of tall tales and ways to tell them. If you cannot schedule live storytelling, use tapes and records of storytellers and comedians telling tall tales. Have children or adults read tall tales or have write-in contests for short endings to stories about local history.

Start with an event that is well-publicized, uses professional or excellent amateur storytellers, and is open to the public. For best results, plan a series of public tall tales swapping with exciting examples for the first part of each session then gradually allow others to volunteer appropriate tales.

Oral history and interview seminars or projects. Projects using oral histories range from the *Foxfire* volumes sold in bookstores, museums, and parks to *Foxfire*'s original class project. Perhaps the improved communication between individuals and cooperation between groups will serve its purpose. Daughters of the American Revolution, Historical Societies, Church of Latter Day Saints, or geneology businesses may help. Grants for neighborhood projects are still available. (For interviewer training, budgeting, legal forms, and publication guidelines, write the author.)

Storytelling performances. Storytelling events can range from the 2,000-person annual storytelling festival in Jonesboro, Tennessee to the Saturday morning story reading in the local library or park. You might host an internationally-known storyteller/musician/comedian once a year with masters' classes and conference seminars. Friday bag-lunches in a local school could attract business people and students to share stories that entertain and inform; you could have ten-minute storytelling periods as part of an arts and culture program; nonprofit service groups, guilds, hobby clubs, ethnic groups, docents, or librarians might tell short stories.

> Stories can wrap us within a web of family lore and personal histories.

Instruction in storytelling techniques. Storytelling courses might be combined with training for hospital volunteers, family counselors, parole officers, teachers, childcare workers, tour operators, naturalists, public relations agents, or foster parents. Cooperative classes might involve bookstores, community colleges, bus companies, churches, education service districts, cafes, professional organizations, or non-profit service/advocacy groups.

Provide examples of a wide variety of stories and performance styles for all ages and most occasions. Use traditional and literary stories and provide a wealth of handouts and information on resources including groups who want volunteer storytellers. Help the participants overcome self-consciousness and build rapport and give them practice.

The force of storytelling is evident in every facet of our lives. Religion, politics, social customs, the art of entertainment, and of course, the power of advertising, all began through the medium of storytelling. A well-told story can help individuals realize their shortcomings, can give a child or an elderly person renewed hope for the enjoyment of living when they are ill or depressed, can provide guidelines for success in business, marriage, and the choice of a career, or can simply provide wholesome enjoyable entertainment. The power lies with the storyteller.

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Festivals and Special Events

Pamela S. Thomason and Richard R. Perdue

In many rural communities that do not have municipal recreational programming, annual festivals and special events have become important recreational events. This article describes the processes of establishing and maintaining a festival in a rural community.

Generating ideas

Ideas for festivals and special events may evolve from a variety of sources. A community festival is a complex operation, involving planning, organizing, staffing, coordinating, and budgeting. Leadership is therefore the most critical issue in festival success. Leadership sources include local businesses, fraternal groups, and other special interest groups that already exist in the community. Sponsorship by such a group is a necessity.

Defining objectives

The decision whether to pursue an art fair, a battle reenactment, a floral festival, or some other special event should be guided by specific objectives consistent with the community's desires and the purpose of the sponsoring organization.

A festival need not, and probably will not, have only one objective; but since human, monetary, physical, and time resources are never infinite, festival planners also need to specify their priorities. This will help them allocate resources during the planning process and ensure that the festival achieves its more important objectives.

Of course, the objectives, and therefore the program, of an annual festival may change over time. The Rattlesnake Roundup in Claxton, Georgia, began in 1967 when a local youth who was picking vegetables in a garden was bitten by an Eastern Diamondback Rattlesnake. Upon investigation, it became evident that the county possessed a huge rattlesnake population. Thus the idea of the roundup was born: an attempt to reduce the rattlesnake population and avoid a future fatality. That first year, 48 snakes were turned in and the event drew a few hundred people. Today, over 300 snakes are turned in, and turnout estimates vary from 18,000 to 25,000 people from across the nation. The roundup's objectives have also changed; area residents still want to reduce the rattlesnake population, but they also contribute to medical research by providing snake venom to laboratories, educate visitors about snake myths and realities, and generate revenue for community and county organizations. These changes have resulted in the addition of a beauty pageant, entertainment, food and beverage concession sales, art and craft exhibitions and sales, and snake handling exhibitions.

Those planning the festival need to consider whom they wish to attract. "Come One, Come All" may result in numbers that cannot be accommodated by the event's physical facility—a problem that is especially likely in a rural community that does not have a civic center, convention center, or auditorium. Outdoor facilities, school gymnasia or warehouses, can often accommodate large numbers of people.

Advertising and promotion

The choice of an audience also affects publicity. In the beginning, rural communities generally have very small budgets for advertising and promotion. To make the most efficient use of limited budgets, festival promoters should provide public announcements well in advance to all media that serve the potential audience. Announcements should also be sent, at least six months in advance, to the editors of regional travel magazines that list upcoming special events. State travel offices publish special events guidebooks that are included in travel information packets sent to potential state visitors. Travel office representatives can furnish publication deadlines (e.g., for a summer event, those deadlines are typically in January or February.)

Initially, a festival's audience tends to be local residents. Over time, the festival may expand. Visitor satisfaction, expressed in repeat visits and referrals from previous visitors, is crucial to this expansion. Therefore, a quality program and value for money are important to long-term success. It is also important to schedule the festival during the same general time each year, so that it becomes associated with a particular period. For example, the Carbondale, Colorado, Mountain Fair is always held the third weekend of July. Potential visitors can thus schedule their summer travel long before the fair advertising appears.

Personnel

All festivals, whether metropolitan or rural, mandate a coordinator. Coordinating the event may be part of the regular job of an individual such as a recreation and park staff member. Or, the sponsoring organization may hire someone—either a local resident or a consultant—to coordinate the event; consultants who specialize in festival development exist throughout the United States and can be found through the state tourism office. In rural communities, festivals are coordinated, at least initially, by a volunteer citizen. This individual is usually a member of the sponsoring organization (e.g., the Wildlife Club, the Merchant's Association, the Lions Club, the Jaycees, the Women's Club, etc.).

A committee of coworkers, with the coordinator as chair, must be established to ensure that all program areas receive adequate attention. Each member of this steering committee is responsible for supervising a specific area, such as site preparation, food, finance, or evaluation.

Festivals, designed to lift the spirits of participants and unify the community, also stimulate volunteer involvement and commitment. Members and/or employees of the sponsoring organizations frequently serve as core volunteers. The festival coordinator and steering committee must recruit additional volunteers, direct their efforts, and motivate them by

- capitalizing on existing interest in the event,
- providing them with an organizational chart to help them understand the chain of command and their roles relative to those of others,
- providing a concrete job description that specifies in more detail the responsibilities of the individual volunteer and/or the committee on which he or she serves, and
- providing a manual or work kit that may also include general guidelines, deadline dates, responsibilities of all committees, forms, and other specific instructions related to the event.

Since the planning time for a successful festival is several months, it is particularly difficult to motivate volunteers during the early development of the festival. A rule of thumb is to estimate how long each task will take and then double that estimate. Developing a schedule of deadlines that will culminate in the festival helps motivate people to complete tasks.

Budgeting

Budgeting a new festival is very difficult. Most beginning festivals depend on donated facilities, equipment, service, and money. Few festivals realize a profit in the first three years To attract exhibitors and participants, planners must keep fees to a minimum. Breaking even should be the goal; a loss, the pessimistic expectation. Break-even analysis provides a valuable tool for both defining prices and determining the needed number of participants. The general formula for break-even analysis is as follows:

$$BE = \frac{FC}{P - VC}$$

BE = the volume of participants necessary to break even,

FC = the fixed costs of the testival,
P = the price charged of participants (or the expected revenue from each participant), and
VC = the variable costs associated with each participant.

Since variable costs are very hard to estimate and, in many cases, are very small, this formula can generally be reduced to fixed costs divided by price. If an attendance estimate is available, the revenue that must be derived from each participant can be easily estimated by algebraically changing the formula to

$$P = (FC + VC) / BE$$

Of course, any such estimated price must be compared to the prices charged by other festivals to determine if it is realistic.

Continuing operation

Some celebrations, such as a community bicentennial celebration, are appropriate only once. But a festival should not be abandoned because the number of first-year participants, or the revenue realized, do not realize expectations. Overestimating attendance is very common, even at large professional events such as the New Orleans World Fair.

Festivals evolve, and each stage of their evolution requires different managerial skills and strategies. First-year festivals do not have the benefit of a track record. Neither potential participants nor potential spectators know what to expect, and acceptance may be very slow. Initially, the coordinator and steering committee will have to expend a disproportionate effort to involve community opinion leaders and other volunteers. Exciting and motivating leadership is extremely important.

As the festival grows in popularity, the coordinator and steering committee must shift their focus from generating interest to maintaining a quality program that adjusts to changes in the audience. The coordinator has the benefit of previous festival records and reports; problems such as crowd control have been resolved, and the number of participants and spectators is easier to project. Adjusting to changes in the interests of participants, in the competition from other festivals, and in the festival objectives requires changes in the program and occasional changes in the coordinator and steering committee. Relying year after year on the same person/people to coordinate the event may cause the festival to grow stale.

Evaluation

The decision to continue, change, or discontinue a festival can be very difficult. Individuals involved with a program that has been a part of the community for many years have a vested interest. Some form of objective evaluation is therefore necessary. The festival's objectives are critical—without clearly stated objectives, clear evaluations are impossible. If the purpose of the festival is to attract tourists, the evaluation should focus on enumerating the tourists attracted and their expenditures. If the objective is community involvement, the evaluation should focus on the number of local residents who participate.

The first requirement for any evaluation is accurate, complete records of all committee meetings and festival activities. Knowing when and why certain decisions were made, and how the festival evolved, provides an important foundation. It is also essential to know how many people participate in different parts of a festival program and how those numbers are changing.

In recent years, festival success has become synonymous with economic impact. Assessment of economic impact is not easy. First, the evaluator must estimate the amount of money spent in the community by nonresidents as the result of the festival. To do this, festival personnel must be able to identify nonresident participants—either through personal contact or with written questionnaires—and to measure their expenditures, including participation fees, purchases, lodging, etc. Each of these problems is extremely difficult.

Second, the evaluator should estimate the *net* gain in nonresident expenditures associated with the festival. For example, several communities on the North Carolina coast have established fishing tournaments in order to attract tourists. If these tournaments are conducted during the summer, when tourist accommodations are generally full, their net benefits are relatively small; the influx of tournament fishermen simply displaces other tourists. The evaluator must estimate the nonresident expensitures that would have occurred without the festival, and subtract them from the festival expenditures to calculate the net gain.

Third, expenditures assess only the direct economic impact of the festival. As the money spent by nonresidents circulates through the local community, being spent several times by different local people, it creates secondary economic benefits. To calculate these secondary benefits, one must develop a multiplier that corrects the direct expenditure to produce an estimate of total economic impact. In most cases, calculating such a multiplier is beyond the means of a rural community. If this sophisticated an evaluation is desired, the community should get expert assistance from a consultant or a university.

Festivals and special events are an important component of the recreational opportunities in rural communities. They provide a focal point for the community and important economic benefits. But a successful festival requires specifically defined objectives and priorities; without these preliminary policy decisions resource allocation is difficult and evaluation impossible. Careful development and thorough evaluation will produce a celebration that is a lasting enhancement of community life.

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Dancing Feet in Tennessee

Katherine Strobel

Almost any night of the week in Tennessee and almost any place, from the porch of an old grocery store to a grand stage in front of a county courthouse, one can hear, "circle to the left, and circle right! Swing your partner!"

Every Saturday night the Cedars of Lebanon State Park sponsors a dance in its pavilion for park visitors and local residents. One youth said that he rarely misses a Saturday, even though he drives 30 miles to attend. The participants, ranging in age from eight to 80, dance Appalachian style or "big set" square dances that accommodate a large number of dancers.

Down the road about 20 miles a dance is held in a skating rink. This event, like the dance at the park, is a family affair. Dancers of all ages join hands, weaving in and around each other in movements as regular as a quilt pattern.

The same sort of thing is happening in Granny's Restaurant close to Bon Aqua, where a 14-year-old fiddler has decided he'd rather dance and is relieved by two fiddlers in their 80s. Square dance tunes are favorites with this crowd, but the band also plays a number of waltzes.

Dance, an important tradition in rural Tennessee, started with the state's earliest settlers. John Sevier, the first governor, had a dance to celebrate his homecoming after an Indian battle in 1788. The neighbors gathered, a fiddler from Virginia happened along, the dancers turned their horses into the cornfield, and the dance lasted for seven days (Dick, 1948).

Smith (1955) calls the traditional dance a true folk art that has survived as mountain music has. Just as with music, the dance style and dance figures are sectional and are subject to some variation.

Square dance figures, derived from the cotillion and quadrille, are referred to in Tennessee as country dancing. The smooth country dancing of older dancers contrasts sharply with the clogging footwork of young ones.

Clogging, also popular as a solo dance, allows more movement than its cousin, buckdancing; the clogger's feet can be kicked, lifted, and swung in all directions, whereas the buckdancer simply shuffles.

When dances were held in homes and no more than two couples could dance at a time, solo buckdancing kept other dancers busy while they waited. Robert Spicer, 64, is considered by many to be the foremost exponent of buckdance and one of its finest teachers. Spicer (personal interview) feels that it originated with the black people; Benton Sullivan, 74, (personal interview) thinks that it has a little of the Irish jig, plus the African influence. Both men say that one has to feel the rhythm of the music in order to buckdance.

At Granny's Restaurant, Spicer teaches dancers as young as four and five, clapping the rhythm with his hands or with spoons. The young dancers move close to him listening for the beat, and the small feet begin to move. The supporting foot pulls backward while the free foot shuffles, remaining very close to the floor. The upper part of the body is straight, and the arms hang relaxed at the sides of the body. Only the feet move. Broad smiles come over the dancers' faces when the feeling is right—when they have coordinated the feet with the rhythm of the clapping and the fiddle.

Tennessee dancers have many opportunities to compete in these traditional forms. One of the most widely known is the annual July Fourth "Old-Time Fiddler's Jamboree" in Smithville, where the rules specify that dancers "will be judged according to authenticity of the dance, rhythm, and timing." Numerous other festivals include recreational dance.

In Murfreesboro, Tennessee, what started out as a Wednesday evening 4-H project has grown into two near-professional organizations, the "Rutherford County Square Dancers" and "Cripple Creek Cloggers," and an international dance festival held each May. The two dance groups have danced in Europe, Canada, Mexico, and throughout the United States. The annual International Folkfest was attended by groups from five different countries this spring. As the Irish, French, and others performed, spectators may discern links to their own traditional dances.

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The Niwot Ecological Schoolyard

Lauri Rae Johnson

In Niwot, Colorado (unincorporated), a collaborative community effort has created a school and community resource that has surpassed the dream of the elementary school teacher who first envisioned it. The Niwot Ecological Schoolyard is an exemplary regional center for environmental education, cultural expression, and art.

The project was financed through donations of cash ($18,000), materials, and services from individuals, service clubs, and corporations. Parents donated a large share of funds. Carnivals, a t-shirt sale, a candy sale, two spellathons, and a talent show were additional money makers. The schoolyard creation involved the united efforts of school children, parents, teachers, community volunteers, local garden clubs and service clubs, corporations, the Colorado University Extension Service, the United States Soil Conservation Service, the Center for Community Design and Development, and the Department of Landscape Architecture at the University of Colorado at Denver.

The Niwot schoolyard is intended as an evolving, growing, interactive environment that will be further developed to accommodate additional artworks, plants, and other design elements, and may also expand in size. Interaction is the key to the success of this project; people interact with each other and their environment. Where many community places maintain an attitude of "keep out," or "keep off the grass," Niwot's Ecological Schoolyard invites activity and represents a celebration of life and natural process.

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GOALS FOR AMERICAN RECREATION

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"Today's options are clear: reconceptualize and reformulate the mission of the profession, or dampen the professional preparation supply system. This decision is not being addressed by an authoritative group or individual."

Section Editor

Diana R. Dunn
Vice Provost
Penn State University
Harrisburg, Pennsylvania

Goals for Amercian Recreation

An Introduction

Diana R. Dunn

At its spring 1983 meeting in Minneapolis, Larry L. Neal, president of the American Association for Leisure and Recreation (AALR), appointed Diana R. Dunn to chair a new Association Commission on Goals for American Recreation. Five additional individuals were selected to serve on the commission, based on their special expertise and their particular areas of interest. One of these, Wilbur F. LaPage, was appointed subsequently by President Reagan to be a member of the President's Commission on Americans Outdoors, thereby assuring a vital link to that national endeavor.

This marks the second effort by AALR. In 1964, the first association-sponsored goals commission issued its report, which dealt with personal fulfillment, democratic human relations, leisure skills and interests, health and fitness, creative expression and aesthetic appreciation, and environment for living in a leisure society. The charge to the new commission was to review and update the 1964 *Goals for American Recreation.*

Although less than a quarter of a century separates the two reports, in some respects they reflect two different eras. The current report gives greater emphasis to several emerging phenomena, and new attention to what are by now familiar social, political, and economic themes: working mothers, sunbelt growth, the computer/high tech/information society.

From the onset, the emphasis of the new AALR Commission was placed on goals with implications for parks, recreation, and leisure professionals, including policymakers, practitioners, educators, and researchers. As the work progressed, the commission's primary target audience was defined to be policymakers, and mid- and upper-level professional managers of recreation and park systems and organizations.

In 1984, the National Recreation Foundation in Philadelphia awarded a grant to AALR to facilitate two important aspects of the commission's work: (1) to enhance the presentation of the final report of the commission, and (2) to expand distribution of the report to the public policy audience which would not ordinarily receive the information via professional publication mechanisms. Thus, this report will go to recreation professionals and to public policymakers at all levels of government.

Broad participation became a central commitment during the early work of the commission, which believed from the start that if the statement of recreation goals developed was to mean much to those most affected by the work of the commission, then those people must somehow have an investment in its development. With this in mind, the work of the commission was accomplished through a series of open hearings broadly advertised and held at the 1983, 1984, and 1985 national conferences of the National Recreation and Park Association and the American Alliance for Health, Physical Education, Recreation and Dance. Geographic distribution of these meetings insured both opportunity and diversity; hearings were held in Kansas City, Anaheim, Orlando, and Atlanta, for example. In addition, written statements were solicited from several hundred individuals through professional networks and commissioners.

As the work progressed, each commissioner began to develop a synthesis paper to capture the essence of this broad input in terms of his or her particular areas of expertise. These were refined, and comprise the majority of the report which follows.

Two themes have emerged from the activities of the commission: First, the last years of the twentieth century represent a new era, characterized by accelerating fragmentation and decentralization, and by diminuation of the melting pot tradition of the nation which demand new, multiple strategies for the development of recreation opportunities. This era is highlighted by the increased scope, complexity, and interdependency of recreation providers and sectors, and the blurring of traditional distinctions among them. It is mandating nothing less than the reconceptualization and the reformulation of American Recreation.

Second, if there is an overarching goal for American recreation in the last year of this century, it is the frustratingly familiar but increasingly urgent challenge to balance the continuum of available recreation opportunities to achieve social, political, and economic justice for both the haves and have-nots of America, wherever this dichotomy appears or however it is defined.

The commissioners often asked rhetorically: Can goals be framed in a period of redefinition and reformation? This publication constitutes their response that it is appropriate and responsible to seek to do so, and to present the multiple and conflicting aspects of the process in order to stimulate conceptual examination, and even to provoke political debate.

Clearly, goals need to be reassessed continually, and it is recommended strongly that a participatory, ongoing process be facilitated to asure that a contemporaneous statement of Goals for American Recreation is always available to serve as a touchstone for debate and action.

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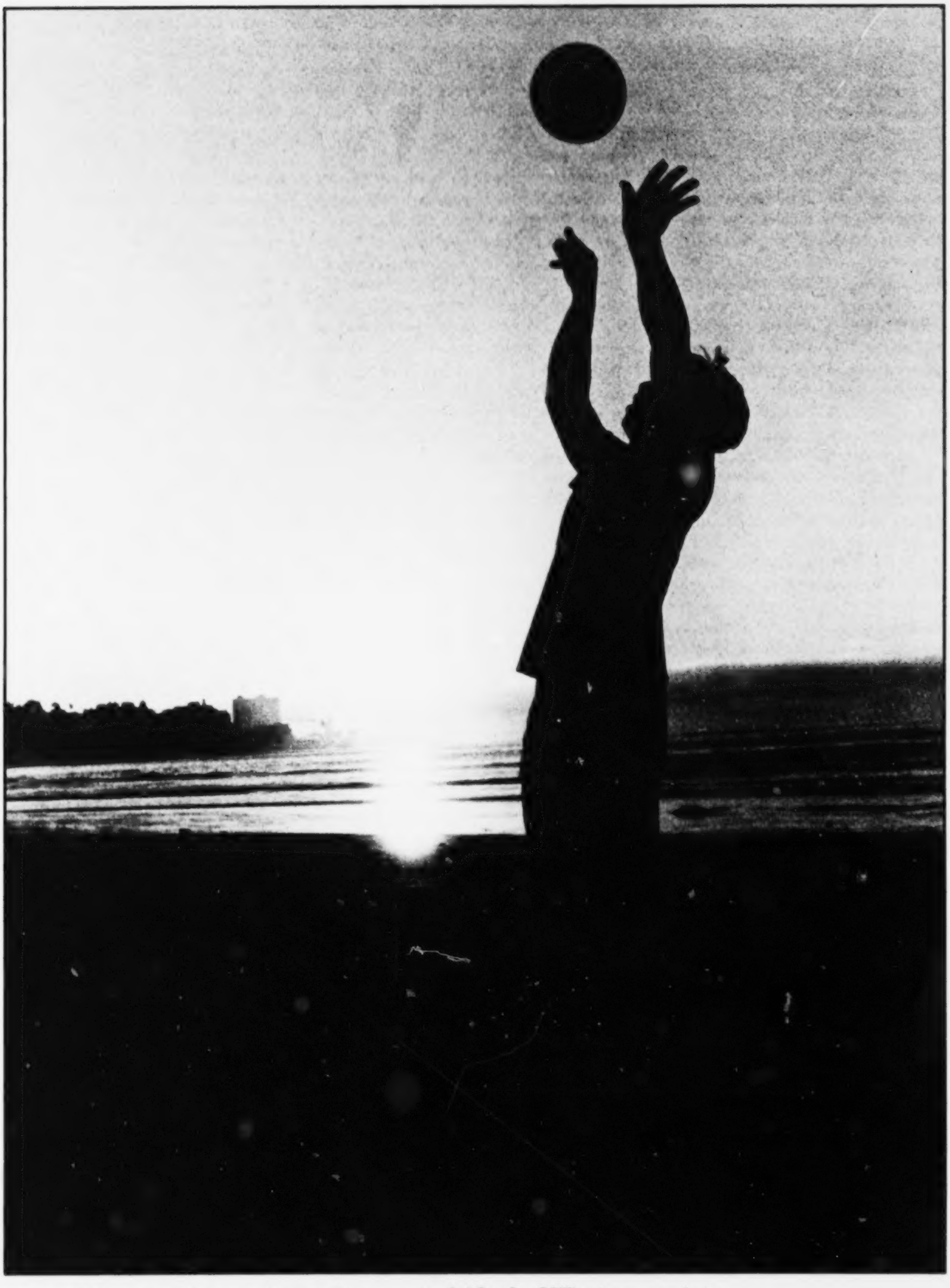

Living life on one's own terms is a central ideal of Western society.

Recreation and Leisure Post-industrial Society Values

Geoffrey C. Godbey and H. Douglas Sessoms

To have leisure is one of the oldest dreams of human beings—to be free from an endless round of labor, to pursue what one wants, to spend time in voluntary activity, free of the tyranny of nature and of other human beings, free to exist in a state of grace. Living life on one's own terms is a central ideal of western society.

A rapid emergence of a new kind of society, one with the potential to be based less and less on the needs and rhythms of industrial production, has broadened the roles of leisure, making its use more central to our self-concept, health, economy, and spiritual well-being. As leisure has emerged into an identifiable, and often separate, institution of post-industrial society, the organizations which emerged during the industrialization process to deal with recreation, play, sport, parks, leisure, and culture are being challenged to leap, not into the future, but into the present. Today, for instance, leisure activity is often self-defining rather than diversionary. Relations between work and leisure are more tenuous. Gender, age, or income level have less effect on leisure values and behavior than does an individual's style of life. Given these changing conditions, leisure service organizations must reformulate their goals and the means of achieving them.

This reformulation takes place at a time in which both the American public and its government spend far more than they earn. Thus, economic pragmatism must prevail. However, such a reformulation is also taking place in an era in which increasing members of society are vulnerable or at risk: the latchkey child, elderly individuals who live alone, the one-parent family, the drug addict, the worker who is slowly falling from the middle class, and others. Therefore, increasing social needs will continue to be in evidence, regardless of economic constraint.

The following articles delineate goals for American recreation and for those who provide recreation, park, and leisure services in light of the increased importance of leisure expression, the reality of economic constraint, and new social needs.

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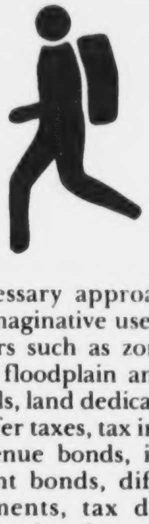
Economics and Funding Six Objectives

John L. Crompton

Objective 1. To institutionalize alternative approaches to parkland acquisition and improvements which do not require general obligation bonds or direct grants from state or federal levels of government.

Many alternatives to direct purchase with taxpayers' dollars have been identified, but have been regarded as "last resort" strategies. Relatively few agencies and personnel have acquired the will or the expertise to implement many of these techniques. During the next decade, the field will have to accept, refine, and integrate these approaches as mainstream tools if parkland access and improvements are to be commensurate with the expanding needs of the population.

America cannot be bought back. Although some seed acquisition money will be needed, other acquisition means will have to be used. It will not be possible to purchase all the land and improvements needed. To expand resources, it is essential that more leverage be obtained from the money that is available. Some of these approaches build on the principle of user pay, which is gaining acceptance as a legitimate basis for providing public amenities.



The necessary approaches include the imaginative use of regularity powers such as zoning and permitting, floodplain and watershed controls, land dedication, real estate transfer taxes, tax increment bonds, revenue bonds, industrial development bonds, differential tax assessments, tax deferrals, easements, land exchanges, interagency land transfers, transferrable development rights, planning trade-offs, cooperative management agreements, donations, and joint ventures with private interests. There is a need to greatly expand the concept of mitigation. For example, to mitigate a new dam you need to preserve a wild river somewhere else; to remove wetlands for building a marina, you need to create new wetlands elsewhere; to mitigate an open pit mine you need to purchase a fragile swamp.

Implementing these approaches is generally more demanding of personnel than purchasing outright with dollars voted by the taxpayers. Most of these approaches require more knowledge, patience, and effort than does direct purchase with taxpayers' dollars.

Objective 2. To document and empirically establish the contributions which investments in public leisure services make to a jurisdiction's economic prosperity.

Economic development and prosperity is a buzz phrase, which seems likely to persist throughout the '80s and '90s. Recreation can contribute to economic prosperity by attracting businesses that directly provide jobs, or by attracting tourists who spend dollars in the area.

There are no great cities in North America or elsewhere in the world which do not have great park systems. Great park systems and great cities are synonymous. There is considerable competition between cities to persuade businesses to expand or relocate to their area. The success of many companies, particularly those in the highly recruited "high-tech" industries, depends on their ability to attract key employees. High "quality of life" in the area is likely to be a major consideration in the decisions of key employees as to whether they wish to join a company. No matter how "quality of life" is defined, parks, recreation, and cultural opportunities are likely to be a major component of it.

It is estimated that leisure expenditures account for about one dollar out of every 8 dollars spent by the American consumer, and that five million jobs in manufacturing, retailing, and service industries depend on recreation. For example, the vibrancy of the recreational equipment industry which includes everything from motor homes to tennis balls is at least partially dependent on the availability of public facilities at which the equipment can be used.

Many cities, regions, and states have recognized the potential economic impact of tourists and have established convention and visitor bureaus or tourism departments in an effort to benefit from that impact. The tourism "product" consists of an eclectic set of resources, attractions, services, and experiences which people perceive to be available at a destination. One component in that eclectic set is public park, recreation, and cultural amenities. The relative importance of that component varies between destinations, but at least in those jurisdictions where it is a major element in the tourism mix, tourism and public leisure agencies should be closely interrelated.

Too often, a tourism agency focuses on promotion while a leisure services department focuses on providing part of the "product," programs and facilities, but the two agencies work independently. Many tourism agencies provide economic data to demonstrate their utility. Recreation agencies, as an integral component of the total tourism product, need to establish and document the magnitude of their contribution to tourism's economic impact.

The direct and indirect economic benefits provided by park, recreation, and cultural services need to be empirically established by each jurisdiction and communicated both to citizens and to their representatives. Only when the economic value becomes established in the collective psyche will leisure services attain a higher priority in the political arena.

Objective 3. To better align recreation and park services with social problems which are currently receiving political attention and/or funding support.

Recreation and park services need to be perceived as being part of the solution to current social problems which are receiving political attention or funding support. Although these shift frequently, alignment with them is likely to lead to stronger funding support. Examples abound. Agencies can form liaisons with police and probation departments to offer outlets for community service, which is increasingly being used by judges in sentencing juveniles or those guilty of minor offenses. Voluntary prison labor can be used for park maintenance tasks. Recreation programs can be designed and targeted at alienated or underprivileged segments of society.

Recreation and park agencies can contribute to resolving the problems associated with day care and latchkey children. The labor intensive nature of park maintenance offers unusual opportunities for ameliorating unemployment. Efforts can be made to develop bike trails with funds authorized for the construction of highway and secondary road systems.

Millions of acres of land will be stripmined in this country in the next decade. Funding is usually committed to restoring this land to its previous condition. A sufficient number of successful models exist to demonstrate that with vision and commitment many of these areas could be transferred into the "playgrounds" of tomorrow.

Objective 4. To move away from being only a direct provider of subsidized recreational services toward serving as a catalyst which encourages others to provide services.

In those situations where there is no reasonable alternative to direct provision, agencies should (1) impose a price which covers the cost of delivering the service or (2) persuade others to "buy into" their programs so any subsidy is reduced. A corollary of this objective is for agencies to develop efficient and effective nonstigmatizing approaches to subsidizing low income citizens. These approaches should be established at a level which will recover costs.

This objective is intended to leverage the impact of agency personnel so they can do more with less. The intent of moving more to a catalyst mode is to create a working partnership with citizens. Under the terms of this partnership, the public agency does not directly provide services for the community to use, but rather it offers advice and expertise. Community groups identify needs, collectively make decisions, and take responsibility for programs.

The existence of an extensive range of directly provided public leisure services is often a major factor inhibiting the development of voluntary groups. As long as public agencies directly provide leisure opportunities, there is less incentive for groups of citizens to make the effort to develop such services. It is neither necessary nor desirable to municipalize everything. If a public agency withdraws services, a vacuum will be created, and those who desire the services are more likely to step forward and explore alternative ways of securing them.

When agency personnel serve as catalysts who create and nurture self-organized groups, they move citizens away from "cafeteria recreation" where they participate in an activity and forget about it until the next visit, toward "committed recreation" where participants take on responsibility for organizing, financing, and programming. The agency achieves greater leverage with its resources. The extra involvement, identity, and sense of belonging engendered by this approach may lead to greater levels of personal satisfaction with the leisure experience by participants, and opportunities for community development and interaction which may not be available through any other mechanism for many citizens. There is a need to recognize volunteer commitment as a recreational program and benefit in its own right, rather than as a utilitarian means to achieve some desired end.

It there is no reasonable alternative to direct provision, then an agency should ensure that programs operate at a break-even level. In recent years the question, "Should a price be levied for this service?" has changed to, "How much should users of the service be charged?" Agency resources are not infinite. Every dollar which is used to subsidize a program is a dollar which is not available for investment in a new program. In some cases, failure to charge will effectively penalize poor people because there is no revenue available to offer other services which they may desire. Charging those who can afford to pay for recreation allows subsidization of a greater number of people who cannot.

In the recreation and parks field, few successful models have been developed which ensure that low income citizens are not excluded from receiving services they cannot afford. Most of the mechanisms that do exist are implemented in such a way that some stigma is placed on the people using them. In the past, when many services were free and most of the others charged only nominal prices, this issue was not critical. However, if prices are to be raised to a break-even level, and low income people not excluded, more thought and effort has to be given to this problem.

Efforts to persuade the private sector to "buy into" the delivery of public recreation and park services should be intensified. In the past, agencies have tried to do it on their own. A change in attitude which recognizes the need for others to assist in meeting a community's leisure needs is necessary.

Partnerships with the private sector may take four forms. First, there may be *joint development* of capital improvements. Such arrangements require both public agency and private interests to contribute resources, which neither partner could raise alone, so that a project can be developed. Second, an agency can *contract out* services, which shifts the performance of functions previously performed by public employees to the private sector. This has emerged as a good vehicle for developing cost savings that can preserve the public sector's capacity to expand its range of offerings. Third, *agencies can serve private company* personnel with recreational services. Industrial recreation appears to be in the infancy of its rebirth and there are opportunities for public agencies to serve as partners in this effort. Fourth, partnership can involve *private companies sponsoring agency services*. At a macro level, sponsorship of the Los Angeles Olympic Games demonstrated the spectacular success that can result from a radical change in thinking and attitude toward how the private sector can be involved in providing recreation services.

The managers of a business have no mandate to give away the company's money in donations. Businesses only invest dollars because it is in their interest to do so. Association with leisure agency programs can improve company image and in some instances provide product sampling opportunities with target markets which a company is trying to reach.

Objective 5. To implement additional designated funds which incorporate the user pay principle, as a basis for financing recreation and park facilities.

The long established and successful Dingell-Johnson Fund (revised and retitled the Wallop-Breaux Fund in June 1984) imposed an excise tax on fishing equipment and motorboat fuel, and earmarked the funds for distribution to the states for fishery and boating enhancement. This approach says simply, let's take tax money paid for certain products purchased by boaters and anglers, and use that money on a dedicated basis. This principle was similarly incorporated into the Pittman-Robertson Act, passed in 1937, which restores and maintains national wildlife resources by providing financial support derived from an excise tax on sporting arms, ammunition, and related items. These notable success stories serve as models which can be transferred to the financing of other recreation services.

There is an appealing logic to using a sales tax on recreational vehicles, snowmobiles, hiking equipment, and musical instruments to develop camp sites, snowmobile trails, hiking trails, and orchestral facilities. The same thought process of users paying for services received underlies the case for both mandatory dedication and the use of a real estate sales tax for parkland acquisition.

The logic is more tenuous when applied to "sin" taxes. Nevertheless, the idea that, for example, a tax on cigarettes should be used to fund healthy, outdoor recreation facilities which promote "wellness" has been accepted in some jurisdictions (e.g., Texas).

Revenue bonds may be viewed as a form of designated fund. They incorporate the user pay principle and have more potential than is presently realized. For example, some jurisdictions have successfully approached local sports groups such as soccer, softball or little league associations, requesting them to impose on each player in their association a capital surcharge which is designated to retire revenue bonds used to finance the construction of playing fields.

Objective 6. To encourage the evolution of independent recreation and park boards which will replace or combine municipal and/or county departments.

The superiority of these agencies governed by an independent recreation and park board over centrally governed departments as organizational structures for delivering services has been very apparent in the recent general period of retrenchment. The only concern of those who serve on such boards is leisure services, so their commitment is not divided with the delivery of other services. Their status as independent taxing entities means that their funds are protected from disproportionate reallocations made to protect or expand "essential" services. Finally, they have more operating flexibility than park and recreation departments whose directors are subject to the directions and management style of a city manager.

There are many urban areas in which city, county, and suburbs deliver leisure services. People seeking recreational opportunities do not consider artificial political boundaries. In these situations, an independent board with the responsibility for all public leisure services within a metropolitan area would offer substantial operational and managerial efficiencies. It would also simplify the resident voter's task of understanding who is responsible for leisure service delivery. There are other contexts in which residents of outlying communities, which have few leisure services, use those available in a central city but do not pay taxes for them.

A way to move toward achieving the goal of an independent board may be to establish a district-wide executive parks council comprised of top elected officials of participating governments and school districts. This council would remove the obstacles to eventually forming an independent board by endorsing policies, goals, and programs for adoption by participating agencies and by acting to improve coordination and remove interagency problems.

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Recreation Management

Physical Resources and Environment

Wilbur F. LaPage

Professional parks and recreation management enjoys a respected role in the arena of environmental protection, but largely as a courtesy and as an expression of optimism. Its credibility as a leader in the field of environmental protection is often lacking. The profession needs to move toward a position of environmental leadership through endorsement of several goals:

1. Model resource management, and the immediate correction of all practices which fail to meet generally accepted professional and environmental standards, in recognition of the public's right to a pollution-free park and recreation environment.

2. Greatly expanded community involvement, as a professional norm and as a tool to promote enhanced understanding of proper recreation resource management and use, in recognition of the public's right to know that its designated recreation resources are being competently managed.

3. Adoption and promotion of professional commitment to the concept of reinvesting in the resource with a minimum "plow back" of ten percent of operating budgets dedicated to maintenance, and the professional "outlawing" of deferred maintenance of the public's resources, in recognition of the public's right to know that these assets are indeed being preserved for future generations.

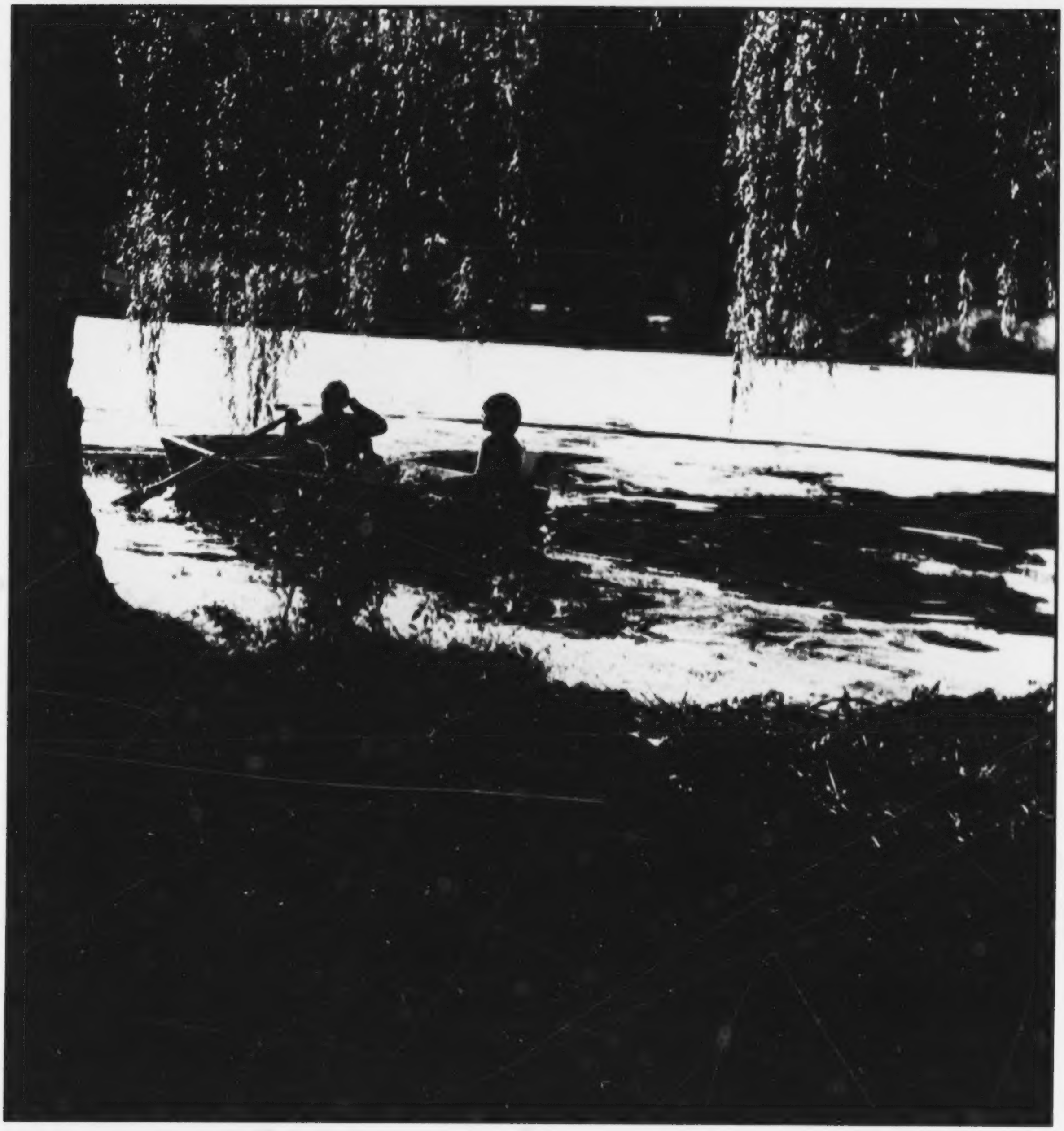
4. Leadership in the development of a lasting outdoor ethic among the public through the creation and demonstration of a code of professional responsibilities in the management of these resources.

The parks and recreation profession also enjoys an exceptionally good reputation for dedicated public service, soundly built over several decades. However, good, contemporary, public administration demands accountability as well as dedication and technical competence. Before being instructed to do so, professional parks and recreation administrators must develop and adopt meaningful measures of resource management performance which accurately reflect

- the environmental condition and trend of all recreation resources and facilities entrusted to their care, as well as to provide an alert system on the condition and trend of other resources impacting, or potentially impacting, those under their direct responsibility
- the gross and net costs of providing recreation experiences on a per visitor basis, the trends in those costs, and the reasons for the trends
- reasonable estimates of visitor satisfaction at full staffing levels and at less than full staffing. Visitor service and resource condition are the two primary products of professional parks and recreation management, and they are rarely in balance.

Most park and recreation agencies have mandates for education as well as for recreation and preservation of resources. Education, or at least information, facilitates the other two missions. The single most important goal of professionals in this field should be to foster greater understanding and appreciation of recreation environments and experiences through:

1. dynamic public and visitor information programs using state-of-the-art technology and well-trained educator-interpretors
2. development of professional standards for, and certifica-



Our state and national parks tell the world, "This is what we appreciate."

tion of, all public recreation resource management programs

3. adoption of an "information ethic" by all resource managers which includes information sharing, program monitoring, and research funding.

Rationale

In defense of these goals, it is noteworthy that nearly 30 years ago, the nation faced a "crisis in outdoor recreation," brilliantly described by Marion Clawson (1957), and enthusiastically responded to by massive state and federal reinvestment in our public outdoor recreation estate. That response included numerous multimillion dollar state bond issues, the United States Forest Service's "Operation Outdoor," the National Park Service's "Mission 66," the Outdoor Recreation Resources Review Commission's exhaustive studies, and ultimately a new Federal Bureau of Outdoor Recreation. Campgrounds, picnic areas, and many facilities were rehabilitated, park buildings modernized, new facilities built, new parks dedicated, master plans written, surveys conducted, recreation research programs begun, and a multibillion dollar fund created. The message was clear! Never again would our recreation resources be neglected.

Barely a generation later, we are again facing many of the same issues, apologizing for old facilities and worrying about our parks' abilities to survive. The crisis may even be more serious than it was in the late 1950s, because today we are fragmented by an identity crisis. Where once we knew that we were in the business of managing recreation resources, now we seem unsure of our role—is it resources, or tourism, promotion or regulation, recreation provision or revenue generation, conflict manager or custodian? The recreation resource management profession needs accepted and achievable goals to sort out its own confusion—and it needs accomplishments to regain credibility as an environmental leader.

Implications

While our parks heritage is from the worlds of forestry, conservation, and resource management, it is curious that we so often fail to apply proven resource management concepts in our parks. Recreation sites can be managed for sustained yield. It may cost more—but it can be done. Why are so many of our picnic areas and campgrounds densely shaded with large overstories and no reproduction—attractive mainly to bugs! Why do we generally fail to recognize the prestressed condition of intensely used recreation sites and neglect to plan for the extra impact that will occur in the event of insect and disease epidemic? This is not good resource management, or good visitor management, and certainly not good financial management. It is not sufficient to say that it happens. It happens too commonly in professionally managed agencies. We know where these resources are headed, and we know what the solutions must be—reinvestment, not deferred maintenance!

The purpose of any public park system has to be service to residents and tourists. We acquire, develop, and maintain resources to be used and appreciated. But is our recognition of the public's needs for service dominant—as it is in tourism—or do we continue to see ourselves primarily as resource managers? The distinction is all-important, because without the service orientation, we will fail to provide hospitality training for all employees, to manage for visitor satisfaction, to provide adequate safety precautions for our visitors, and to promote professionalism in our staffs. We need good resource managers, but just as importantly we need good people managers.

Our public parklands are an integral part of tourism. They add an important element to the tourist experience. In a noncommercial way they say to the tourist "This is what we value, this is what we stand for, these are the showcases of our heritage." Tourism is one of the most powerful forces for social change the world has ever known. We can either be a part of it—or be swallowed up by it! Our urban parks are the showcases of our communities; our state parks and our national parks tell the world "this is what we appreciate." Pride in parks can be infectious, building pride in community and a sense of responsibility. This is a challenge which the parks and recreation profession cannot ignore!

Reference

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Leisure and Recreation

Health and Fitness

Carol A. Peterson

Americans have become increasingly concerned and attentive to the issue of health and physical fitness. Leisure and recreation opportunities have become a major arena for the expression of health-related concerns and physical fitness activities. Although this new level of activity shows a positive trend toward individual responsibility and increased involvement in the fitness trend, the majority of people remain uninvolved with health and fitness-related issues or activities.

Three goals are proposed, therefore, which address our benefits from the knowledge gained during recent decades.

1. Increase awareness of the physical and psychological benefits of ongoing recreation participation.
2. Increase opportunities for diverse recreation participation so that positive health and well-being can be achieved.
3. Increase participation levels of special needs groups, such as older adults, teens, children, and individuals with disabilities.

Individuals are motivated to engage in recreation activities for a variety of reasons, and they hold diverse expectations related to the desired outcomes. While fun and enjoyment are primary reasons stated by most people, other benefits and outcomes are also associated with participation. Among the common reasons for participation and identified outcomes, are the following: relaxation, a sense of accomplishment or mastery, enjoyment of friends, enjoyment of the environment, temporary escape from other life situations, reduction of stress, and an opportunity for development and maintenance of physical fitness, general health and well-being.

Independent of health and fitness concerns, another interesting observation relates to the increased level of frequency and involvement of individuals in diverse leisure and recreation activities. For these Americans, recreation and leisure participation provides outcomes of satisfaction and enjoyment, with a byproduct of health and fitness benefits, of which they may not be aware. What is implied here is that there are inherent benefits in leisure and recreation participation that have health and fitness dimensions and characteristics. These concepts require further exploration. Leisure and recreation participation has a direct relationship to psychological and physical well-being.

Psychological well-being is related to quality of life and mental health. Recent research studies have delineated the relationship of leisure to psychological well-being. Leisure provides the opportunity for choice, control, and self-determination. These factors are involved in the decision to participate and are directly related to the outcomes of participation. Regardless of the type of activity selected, active participation results in psychological health when the individual has initiated the experience through self-determination and self-responsibility. The factor of intrinsic motivation is strongly related to desire to participate, frequency of participation, the outcomes of participation, and thus, psychological well-being. Leisure activities provide the context for this freedom of choice and expression.

A second area of interest is the relationship of physical activity and physical well-being. It has long been established that regular vigorous physical activity contributes to cardiovascular fitness. Cardiovascular fitness is a primary factor in physical health. Activities such as jogging, swimming, cycling, rowing, jumping rope, and walking provide the opportunity for cardiovascular fitness. The trend toward increased physical fitness has been as strongly influenced by the activity's recreational aspects as by the basic facts or motivation related to health or physical well-being.

Increased or maintained physical fitness can be achieved through a variety of recreational activities, thus making it possible for individuals of all ages to increase their physical well-being and general health. At the present time, the major age groups involved in fitness have been young and middle-aged adults. Elderly individuals, teens, younger children, and individuals with various disabilities are groups that need to be targeted for programming and involvement.

Another area of concern related to health and well-being is stress. Stress is a constant and increasing factor in contemporary American life. The results of stress have a negative impact on both physical and psychological well-being. Again, research supports the fact that regular participation in recreational activity is a method of successfully coping with stress. Time spent in an enjoyable activity provides the opportunity to release emotions and to combat the stimulus overload created by daily stress situations. The benefits of such stress reduction, however, are related to participation and the decision to participate. Thus, the people who benefit the most are those who have conscientiously taken responsibility for their well-being by planning for and engaging in recreational activities as an ongoing aspect of their lives.

Although the relationship of social interaction, life satisfaction, and well-being is complex, it can be stated that recreational activities provide both the context for social interaction and the means by which individuals acquire and increase their social interaction abilities.

Americans traditionally are social in their leisure interests. The nature and type of social interaction available in recreational activities also contributes to overall well-being. Social interaction skills and the quality of the interaction are related to the benefits achieved. Thus, enhancing the opportunity of social interaction in recreation participation situations could have an important impact on overall well-being of individuals.

Recreation has always been viewed as a vehicle for expressing one's self, for experiencing fun, joy and contentment, for providing opportunities for relaxation, and for creating and meeting challenges. The fact that recreation participation is now also acknowledged as a major factor in physical and psychological well-being makes it an even more significant and important aspect of human existence.

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The Recreation Experience

Public Awareness and Public Policy

H. Douglas Sessoms

Goal: To increase the public's awareness of the significance of recreation to (1) individual health, quality of life, and personal fulfillment; and (2) the economic and social well-being of its communities. To accomplish this goal, park and recreation leaders must participate in the determination of public policy—those public actions which influence the provision and operations of park and recreation services.

An institution

Although the recreation experience is highly personalized, it is affected by a variety of political and institutional actions. The type of recreation and park systems provided—the activities and opportunities afforded—reflect public opinion, values, and will. The morals and ethics of a society determine the behaviors it tolerates and the opportunities it creates in order to meet human and community needs through its sanctioned behaviors. Recreation services is one of the institutionalized forms American society has created to meet some of the recreation interests of its citizens. It has done this at all levels of government through a variety of organizational patterns.

The recreation delivery system is a dynamic, not a static, system. It is influenced by the same social forces which determine the type and direction of public education, and stimulate or retard economic growth, and it dictates which attitudes are in vogue and which ones are passé. Our forms of leisure expression are ever changing; so are the systems which provide it. The only constant is the need for the recreation experience.

Policy

Traditionally, park and recreation professionals have responded to, rather than influenced, the public's decisions concerning its recreation behaviors and recreation systems. However, the level and quality of awareness and the choices the public has made have not always been in the best interest of the public or the recreation system. Recreational environments have been lost to private developments. Potentially injurious recreational activities and structures have been allowed in deference to public wants, rather than discouraged through proper advocacy and professional action. Competing and duplicative programs have emerged, sometimes resulting in inefficient resource use and a distorted image of public recreation services' role and responsibility.

The development of a recreation delivery system requires the thoughtful attention and involvement of all those affected by the decision-making process—the public, their elected officials and representatives, and recreation professionals. Policy decisions should result from the blending of informed inquiry and discussion, professional expertise and public interests.

Politics

To effectively achieve increased public awareness, park and recreation professionals must become more involved in the political process. Public policy decisions are made by elected and appointed officials who respond to the political process, but their decisions include the input of recreation professionals.

Recreation leadership may respond to public policy formulations in several ways. The laity who serve their communities as park and recreation commissioners should respond because their duty is advocacy, influence, and governance. Their involvement heightens the democratic process and brings to the forum a dimension of public awareness which would otherwise be lost. Leadership should also be visibly active with those in other governmental bodies and the private sector who provide leisure service. Professional organizations should enforce standards, support legislative efforts, and be willing to assume an adversary role when the actions of others will result in diminishing recreation opportunities and the loss or damage of recreational environments.

Professional roles

Public awareness of recreational values and recreational services may be enhanced through the assumption of a variety of roles by park and recreation professionals. The degree to which the public supports the recreation system is directly related to the quality of the programs and services provided. The protection of recreation resources is critical. Limited vision of how those services may be operated is detrimental. Park and recreational systems may be enhanced by assisting mutual aid and self-help groups in formulating their own organizational structures and programs. Likewise, by developing and maintaining quality environments and programs, areas and services available to all segments of society are assured. The roles of facilitator, operator, and manager are attractive and equally challenging to the professional.

Finally, there is the task of influencing public policy, a role that will test the commitment of the park and recreation profession. Policy decisions should be based upon factual information and sound principles, not partisan politics. Well-thought-through positions and factual presentations of alternatives and their potential consequences are needed. Here, the park and recreation professionals should assume "the most knowledgeable person" role. Our principles must be defended and the quality of life and environment protected. If the park and recreation profession does not act on behalf of recreation, who will?

The role of activist, facilitator, and advocate should not be entered into lightly. It requires sensitivity to the political process, a spirit of cooperativeness, a willingness to stand on principle, and the belief in the importance of the recreation experience and the necessity of the recreation delivery service system.

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Professionalism and Human Resources

Recreation Reformation

Diana R. Dunn

The reconceptualization and reformation of American recreation, park, and leisure services will definitely require professional preparation expansion.

Since World War II, many indicators and studies have supported the contention that there *are* jobs and careers in the recreation profession, and there *will* be for the foreseeable future. In 1968, for example, a major supply/demand study conducted for the United States Department of Health, Education and Welfare tentatively observed:

> Park and recreation expenditures will almost quadruple by 1980 in the public sector. Steady upward growth trends are evident in the commercial and nonprofit recreation sectors. This unparalleled demand for recreation services will create serious deficits of trained professional and preprofessional personnel as well as service workers. (Preliminary Report on Supply/Demand Study, 1968).

In 1965, from quite another perspective, *U.S. News and World Report* estimated that Americans were spending nearly $60 billion annually on leisure and recreation pursuits. By 1977, this figure had escalated to $160 billion, and today, that same publication estimates that Americans are spending well over $300 billion for leisure and recreation. Clearly there has been and continues to be persuasive evidence that men and women can aspire, confidently and optimistically, to rewarding jobs and careers in America's burgeoning recreation industry.

Recreation curricula

The growth of recreation curricula in America's higher education institutions is relatively recent, and has paralleled the post World War II recreation surge. In 1930, there was one such curriculum; in 1965 there were about 100, and in 1980, the number was nearly 500. Yet by the late 1970s, observers grew increasingly concerned about the placement of students from recreation curriculums into jobs and career markets. By 1980, enrollments in associate, baccalaureate, and master degree programs were declining, a decline which accelerated by 1982, and continued (at a slower rate) by 1984 at the associate and baccalaureate level. In some areas, particularly those affected by recessions, taxpayers' revolts, and related phenomena, supply began to exceed demand. By 1981, Thomas and Henkel warned, "The apparent dwindling ratio of jobs to graduates is a continuing concern."

Can we account for this apparent "market saturation" in a growth industry? The paradox is explainable when one considers that public and voluntary recreation expenditures amount to substantially less than five percent of the over $300 billion recreation and leisure industry—that they are but the "tip of the iceberg." But they are the essential tip of the iceberg to the traditional recreation and park movement, which has throughout this century focused virtually all of its energy and attention on those sectors, and to the professional curriculums developed to prepare new professionals to enter them. The supply (graduates) exceeded demand (jobs) in a tiny but crucial market segment.

Twenty years ago the gap between estimated supply and anticipated demand for entry level professionals during the 1970s and 1980s appeared insurmountable.

The goal, therefore, was set at a level to meet anticipated demand in the public and voluntary sectors. This objective obviated attention to the personnel needs of the larger recreation sector, the for-profit sector. Success was achieved in about 15 years; that is, public and voluntary sector demand was supplied, then in about five more years, it was exceeded.

Today's options are clear: reconceptualize and reformulate the mission of the profession, or dampen the professional preparation supply system.

One is reminded of two sentences from the 1964 publication, *Goals for American Recreation:*

> Many years ago John Collier, a great friend and critic of recreation, charged the recreation leaders in this country with "conducting pigmy programs, seeking pigmy results, amid giant opportunities." Collier's criticism still possesses validity. (p. 5)

Supply and demand

Demand for leisure services and recreation opportunities continues to accelerate in this country and around the world. As a result, one or more of the components of the large and complex recreation service delivery system assuredly will be growing at any given point in the years ahead. Whether pulic, voluntary, private and/or commercial, there will be a need for well prepared, capable people to commit their careers to fulfilling this demand. Creative, aggressive people with skills and vision will be hired for a wide range of leisure-related jobs and careers which will continue to grow more numerous, exciting, and promising. To be a significant part of this surge, those concerned with professional preparation and development must be compelled to view recreation in America holistically, as a *giant* opportunity.

If the preceding argument is persuasive, one must examine the vision of educators and practicing professionals, the scope of recreation curricula, the focus of higher education accreditation, and the mission of traditional professional associations. Will these crucial constituencies seek pigmy goals amid giant opportunities? Will they be preoccupied with the tips of icebergs?

Tradition and a real shortage of qualified personnel, for even public and voluntary agency demand, precluded the possibility of departure from the narrow focus of the recreation movement 20 years ago. If the many new curricula developed since 1965 had aimed beyond what we now recognize as a vulnerable tip of the iceberg, and had widened the scope of their missions to include more explicitly other sectors and other opportunities, recreation today probably would be among the major growth curricula at colleges and universities across the nation. Practicing professionals would influence and work in a far larger and broader domain.

In 1986, however, it may be possible to discard the restraints that have confined the profession into nearly exclusive public and voluntary sector commitments. Such change would be predicated on the willingness to reconceptualize and reformulate what recreation in America really is.

The recent past provides many examples of products, services, industries, companies, and agencies that failed to do this. Consider Moxie, Underwood, Braniff, railroads, TB sanitariums, video games, and home computers. United Technologies Corporation advanced the message in the *Wall Street Journal:*

> Some companies just sit there and watch their markets dry up. Others go after new markets and win them. Resting on past results doesn't keep you in the 500. Remember: every day another product goes the way of the buggy whip.

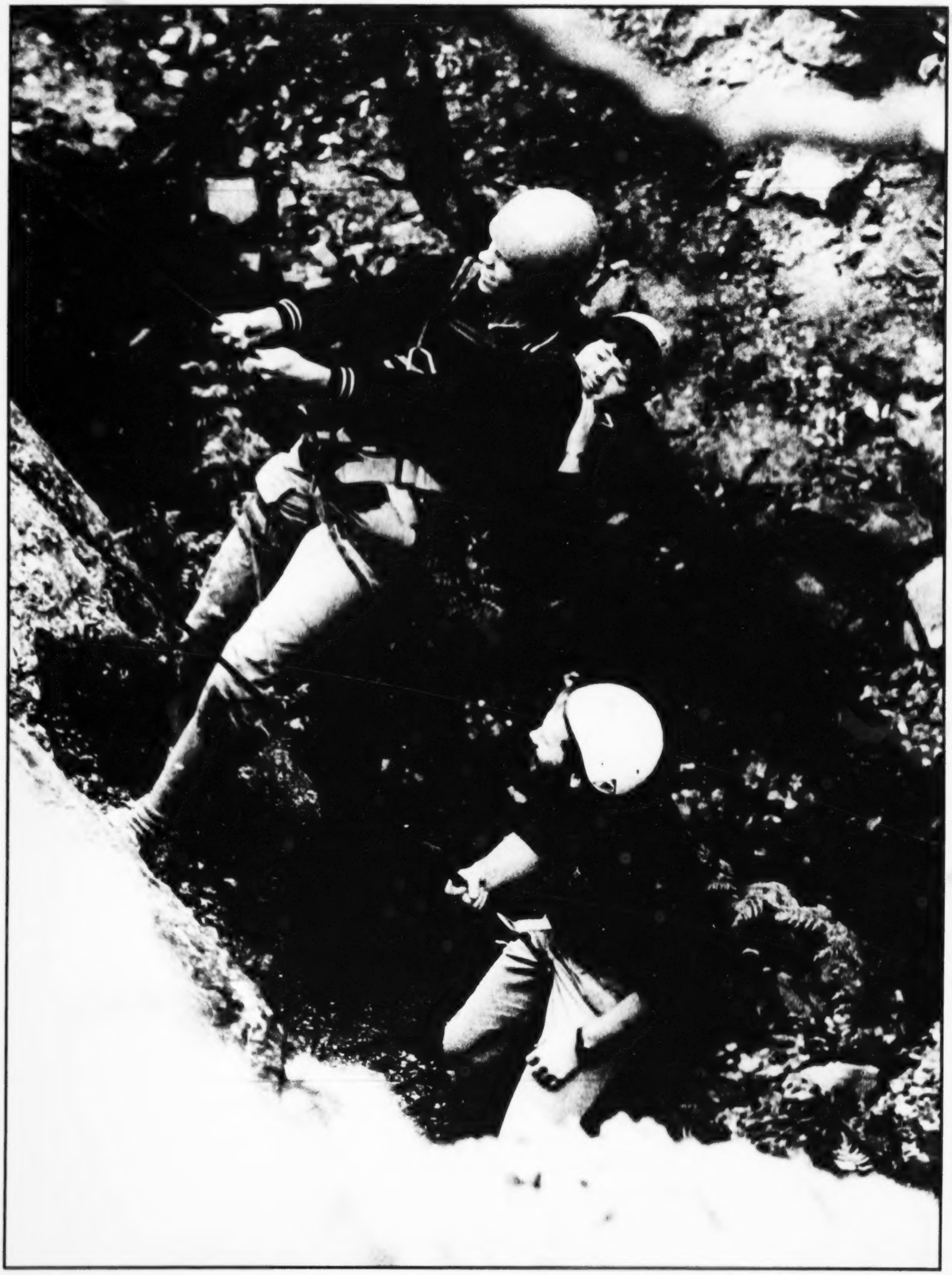
Some signs are promising, but a vigorous commitment is required to broaden the scope, reconceptualize the vision, and reformulate the mission of recreation, and position it to be a major force in this country. There are precedents in other professions. Lawyers, engineers, doctors accountants, and others do not prepare undergraduates for careers limited to a small percentage of the venues where their professions are practiced.

Professional preparation

Today's new or entering recreation professional will likely experience many career changes, inevitably crossing sector lines and geographic boundaries. He or she will not likely have a full-time career position involving substantial face-to-face work with guests, visitors, or participants, and most certainly will not have a lifetime post in a single agency or business. The young professional will very likely establish relationships with professional organizations closely related to the persons' career niche at a given time, and attend conferences and continuing education functions, read journals and magazines, and join unions specific to their careers. When he or she moves up or on, it will usually be to perform roles more general than those left behind, and to become a member of new or different support organizations.

Implications abound, and include:

- Should the undergraduate curriculum be more general, and emphasize the liberal arts?
- Should the Accreditation Council continue accrediting undergraduate emphases, accredit only generalist undergraduate programs, or begin to accredit emphases at the master's level?
- Should employers encourage and support professionals to engage in more in-career education and training (such as the one the National Park Service's Albright Training Center provides its employees), in informal continuing education programs or in formal master's degree programs?
- Should professional organizations be more attentive and responsive to the short-term member? How?
- Should colleges and universities become more aggressive in continuing education efforts? If



Recreation educators must ensure that their students receive the broad understandings not only that sport is lucrative entertainment, but that it contributes significantly to our culture.

not, who should? If so, what is an appropriate balance with traditional programs aimed at entry level preparation?

Earlier, it was postulated that two options confront us: reconceptualize and reformulate the mission of the profession, or dampen the professional development supply system. It is apparent that this decision is not being addressed or decided for all by some authoritative group or individual. Rather, it is a decision emerging from hundreds of cumulative choices by thousands of individuals and groups. These choices result mainly from local responses to complex situations. It is probably too early to seek to find consensus, but some trends are emerging.

- There is a trend away from educating specialists who soon become obsolete, and toward a new national enthusiasm for education designed to produce adaptable generalists.
- Shifting student values coupled with rising college costs make curriculums leading to low-paying entry-level careers increasingly unattractive to students and their families.
- Pressure for new career markets is being felt by colleges and universities; the need for deliberate communication and coordination between educators and practitioners has never been greater, and this need is growing.
- Students, newer faculty, and newer professionals are joining and participating in nontraditional professional organizations which focus on their specific career interest, as opposed to generalist associations.
- The accreditation process will be a crucial bridge between important constituencies during the coming years.

These are only illustrative. If professionals are to provide the vision which will lead to the maximization of giant opportunities, they will require preparation and continuing education opportunities which will ensure that they have the following broad understandings:

- not only that sport is lucrative entertainment, but that it contributes significantly to our culture;
- not only that wellness and fitness are fun, but that health contributes importantly to the well-being of individuals and our entire society;
- not only that individuals can be fixed when they are broken, but that they can be self-maintained to prevent illness and accident;
- not only that increased life expectancy will provide us with the possibility for living longer, but that it will also give us the opportunity to live more meaningfully;
- not only that parks are pleasant spaces, but that they are restorers of the human spirit;
- not only that tourism is good for economic development, but that it is an important means to the achievement of global human understanding;
- in short, graduates of the 1900s and professionals in the 21st century will need to have broad understandings not only of recreation in the public and voluntary sectors, but of recreation in *all* sectors.

Reconceptualization and reformulation are challenging, and the future which emerges from debate and dialog will determine the destiny of the profession committed to recreation in America.

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Leisure Service Public and Private Roles

Geoffrey C. Godbey

Public recreation, park, and leisure service professionals must reexamine the relationship of their agencies to those in the private, nonprofit, and commercial sectors. Such a reexamination must take place not only because of budget constraints and deficits in the public sector but, more importantly, because of a decline in the historic opposition between public and commercial leisure services and a more central role of leisure in contemporary society, as well as a broadening of its functions. Such a reexamination has many components which include, but are not limited to, the following:

1. Public leisure service professionals must investigate ways to economize operation by using commercial vendors in maintenance, program, operations, construction, security food and beverage, and other auxiliary services.

2. Public leisure service professionals must consider the appropriateness of the use of public lands, areas, and facilities by commercial leisure service organizations and, where appropriate, determine what safeguards to public properties must be maintained and what financial compensation should be derived.

3. Public leisure service professionals must consider the appropriateness of the use of commercial leisure facilities for public programs when such use would result in financial savings to the public sector, and discuss such use with private leisure service organizations.

4. Public leisure service professionals must continue and strengthen their role as "provider of last resort" for those in the community who are "recreationally dependent" and find innovative ways of fulfilling this role. Specifically, public leisure service agencies must intensify efforts to provide leisure services for the poor, the unemployed, and those with mental and physical disabilities. Doing this may involve acting as advocates for such groups with private, nonprofit, and commercial leisure service agencies, as well as directly providing services. Such efforts must include leisure education in the sense of

providing exposure to a broad range of leisure experiences and environments, skill acquisition, and socialization into the activities.

5. Public leisure service agencies must use existing nontraditional public and private areas and facilities—shopping malls, vacant public schools, abandoned lots, libraries, churches and synagogues, abandoned factories, and hospitals—for public leisure services. Such areas and facilities reflect new economic realities as well as the decentralization process at work in our society.

6. In keeping with the leisure lifestyle of the community, public leisure service professionals should develop new areas and facilities, with appropriate auxiliary features, which may best be supplied by the private sector. Such features may include day care centers, restaurants, equipment rentals, or specialized facilities which are high cost and/or serve a comparably small number of people (e.g., indoor tennis courts).

7. Public leisure service agencies must examine the use of modern marketing techniques in all phases of operation.

A number of factors have changed the relationship of public leisure service agencies to those in the private sector during the last few decades. Much of the historic opposition between the public and private sectors has been minimized. Leisure's importance and functions have increased and broadened. As this has happened, both public and private leisure services have increased the quantity, diversity and, quality of their services. Increasingly, the relationship between these agencies is synergetic, with organizations from both sectors contributing to a given form of leisure expression.

The erosion of the funding base for public recreation, park, and leisure services has also brought about a need to explore new avenues for generating necessary revenue to support public efforts and new ways of using the private sector. The extensive development of park and recreation areas and facilities during the 1960s and '70s, aided by a variety of federal funding programs such as the Land and Water Conservation Fund Act, has resulted in an infrastructure which is sometimes difficult to maintain or staff. The tax revolt, coupled with the federal deficits, has exacerbated this problem. It is clear that a variety of new funding methods are necessary; some of these new methods will require a period of experimentation before their fairness and efficacy can be judged.

As the gulf between the haves and have nots is widened, as the number of homeless increase, as the latchkey child becomes more common, as the percentage of American households with only one parent present increases, public leisure services must respond. Such a response must involve the private sector wherever possible and be cost effective. It is imperative that such services be strengthened, and that they profitably reduce social pathology.

In summary, public and private roles concerning leisure services are in a state of flux. Experimentation concerning the relations between public and private leisure services is desirable and necessary, given new economic realities and the central role of leisure expression.

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